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Texas Education Agency

Years of
TRANSITION
1970 - 1972

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*We believe
that it is our responsibility
to interpret to the best of our ability
to the Governor and the Legislature
the educational needs of the State
and to make our interpretations
known to the public.*

Robert B. Anderson
Chairman, State Board of Education
1950-1952

Texas Education Agency

47th Biennial Report

Years of
TRANSITION
1970 - 1972

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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 Governor of Texas and
Members of the Sixty-third Legislature:

It is an honor to submit for your consideration the Forty-seventh Biennial Report of the Texas Education Agency. This report, required by Section 11.26(a)(4), Texas Education Code, 1971, describes the major aspects and achievements of public education in Texas during the scholastic years of 1970-71 and 1971-72.

This narrative report contains information on the programs of Texas public schools. The Annual Statistical Reports for 1970-71 and 1971-72 concerning the programs administered by the Texas Education Agency are supplements to the Biennial Report. Recommendations from the State Board of Education for needed legislation are submitted as a separate bulletin.

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

Respectfully submitted,

Ben R. Howell
Ben R. Howell, Chairman
State Board of Education

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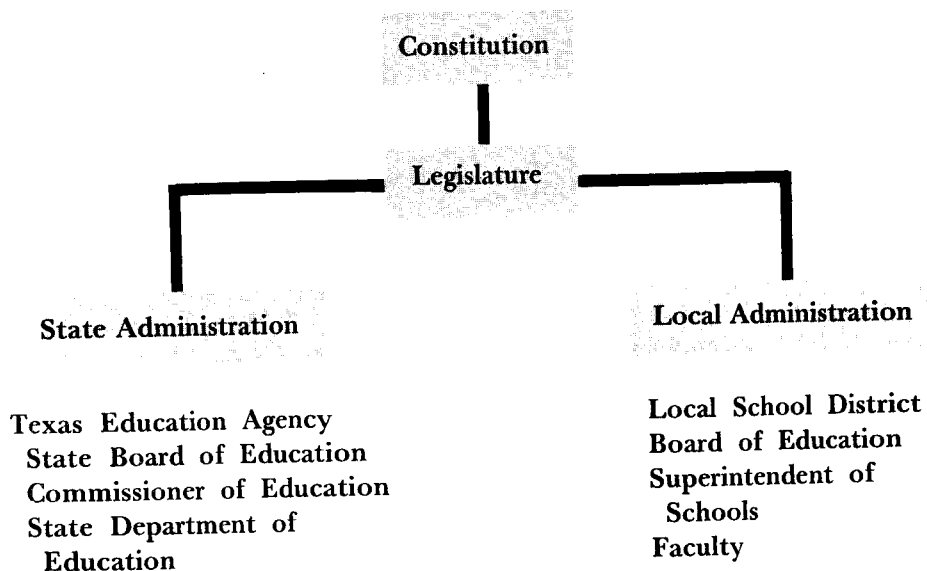
J. W. EDGAR, Commissioner of Education
(Executive Officer of the State Board of Education)
M. L. BROCKETTE, Deputy Commissioner of Education

Public School Education In Texas

Years of
TRANSITION
1970 - 1972

State Recognizes Obligation To Support, Maintain Education

Public school education in Texas is a responsibility established by law and shared by the State and local governments. The Constitution of 1845 proclaims that *"A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the Legislature of this state to make suitable provision for the support and maintenance of public schools."*



Assigned to the Texas Education Agency are those functions relating to public schools which the Legislature believes are best performed by the State. Educational functions not specifically delegated to the Agency are performed by county boards of education, district boards of school trustees, or boards of directors of regional education service centers.

State responsibilities administered by the Agency include:

- Determining the extent and quality of basic educational services;
- Assisting local administrative units in carrying out their responsibilities;
- Distributing State school funds to school districts;
- Coordinating the selection, purchase, and distribution of textbooks;
- Developing and applying standards for the certification of teachers and other professional personnel; and
- Accrediting schools.

Texas Education Agency Administers State Responsibility For Education

State Board of Education (Elected by the People)

"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." (Section 11.26, Texas Education Code, 1971)

Among its 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; and
- Serves as the State Board for Vocational Education.

Commissioner of Education (Appointed by the Board)

"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." (Section 11.52, Texas Education Code, 1971)

In meeting the requirements of the law, the Commissioner

- Carries out rules and regulations established by law and by the State Board of Education;
- Promotes efficiency and improvement in the public schools of 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; and
- Hears appeals made by citizens dissatisfied with the rulings of local boards.

State Department of Education

"The State Department of Education carries out the mandates, prohibitions, and regulations for which it is made responsible..." (Section 11.63, Texas Education Code, 1971)

The department

- Administers programs as directed by law and by the Governor;
- 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; and
- Works with advisory committees and commissions composed of professional educators and other citizens of the State.

Regulatory Responsibilities Increase During Biennium

Established under the Gilmer-Aikin School Laws of 1949, the Texas Education Agency administers the State's responsibility for public school education and for all vocational-technical and adult education programs. The Agency is composed of the State Board of Education, the Commissioner of Education, and the State Department of Education.

Under legislative mandate, the Agency exercises general control of the system of public education in the State in accordance with

provisions of the Texas Education Code, 1971.

Traditionally, activities of the Agency have been grouped under three major headings—leadership, service, and regulatory, with emphasis upon the first two. Events of the 1970-72 Biennium, however, have increased the Agency's regulatory responsibilities.

Members of the Agency staff work with people, with paper, and with funds in carrying out Agency duties.

People

Specialists from every Agency department work with teachers, administrators, service center personnel, college and university faculty members, and others employed by or interested in the public schools. Staff members

plan conferences, conduct workshops and other inservice activities, talk with groups, visit schools and teacher education institutions as members of accreditation and evaluation teams, and provide consultative services.

Publications

Developed by Agency staff, often in cooperation with teachers and administrators, Agency publications, the "paper" of the trio, may point to a new direction, describe a different teaching approach, outline a whole curriculum for some subject area. Bulletins may tell school officials how to set up an

accounting system, give teachers new insight into team work, diagram a playground, suggest plans for buildings, list the standards each school is expected to meet, define the criteria for teacher education in Texas. Increasingly audiovisual presentations are being considered an integral part of Agency activities.

Funds

State and Federal funds are distributed by the Agency to public schools. Some allocations are based on such factors as average daily attendance; others are granted to schools on

the basis of project proposals—perhaps to try a new idea in the classroom or to set up a special program for a special group of children.

Leadership, service, or regulatory—the Agency keys all its activities to the needs of the more than 2.8 million pupils now attending public schools in Texas.

Court Orders Affect Agency Operation

The Modified Order, Civil Action No. 5281, United States District Court, Eastern District of Texas, Tyler Division, caused a change in the method of operation of the Texas Education Agency.

Prior to this Order, the Agency had assumed a consultative role in assisting school districts in complying with the provisions of the Federal Civil Rights Act of 1964 and had been responsible for reporting serious violations to the Department of Health, Education, and Welfare. Civil Action 5281 placed the Agency in an enforcement role in seeing that Texas' districts complied with statutory and court ordered desegregation requirements. The Court Order provided the Agency with sanction powers which were not authorized under State law.

The Agency is ordered to suspend accreditation and withhold Foundation funds of school districts that disregard the orders of the Court and the Agency warnings.

The areas of compliance dealt with in the Order are in:

- Student transfers
- Boundary line changes
- Pupil transportation
- Extracurricular activities
- Faculty and staff employment and assignment
- Student assignment
- Curriculum and compensatory education
- Procedures for filing complaints and grievances

Student Transfers

Many applications for student transfer were denied during the 1970-71 and 1971-72 school years when in the opinion of the Texas Education Agency the cumulative ef-

fect in either the sending or receiving school or school district would reduce or impede desegregation or result in a continuation of discriminatory treatment of students on the ground of race, color, or national origin.

Boundary Line Changes

Changes in school district boundaries by either annexation or consolidation are not to be allowed where such changes adversely affect the desegregation process in either of the districts concerned.

Pupil Transportation

The Agency was ordered not to permit any kind of bus routes or runs which were designed to create or maintain a dual school transportation system based upon race. Investigations must be made of all routes which serve 66 percent or more students of a minority group, and are duplicated by buses serving more than 66 percent of another race.

Extracurricular Activities

Extracurricular activities must also be operated in a nondiscriminatory manner. If they are not, the Agency is to suspend accreditation and withhold a part of the State money. The school must not curtail activities to evade desegregation. A member of the Agency's technical assistance staff must accompany each accreditation team to check the school's compliance in this area.

Staff and Student Assignment

Accreditation and State money may be withheld from any school district found to be guilty of discriminatory practices related to race, color, or national origin in the hiring, assigning, promoting, demoting, reassigning, dismissing, or treatment of faculty and staff members who work directly with children. In addition the Agency has the responsibility

of determining that the assignment of pupils to schools, individual classrooms, or activities is not made on the basis of race, color, or national origin, except where required to comply with constitutional standards.

Curriculum Offerings

The Agency was ordered to institute a study of the educational needs of minority children and to develop and recommend curriculum offerings and programs to ensure equal educational opportunities of all children. The study was instituted and curriculum guides were developed and distributed to districts in response to the Order.

Grievance Procedures

Procedures for making complaints and presenting grievances against a school district were developed and leaflets, both in the English and Spanish languages, were distributed to the school districts for public display.

Rodriguez Decision Orders Alteration Of Finance System

Action by a second court also had an impact upon the Agency during the biennium. On December 23, 1971, a three-judge panel of the United States Court, Western District of Texas, San Antonio Division, ordered in general that the Commissioner of Education and the State Board of Education reallocate the funds available for supporting the State's school system and restructure the financial system so as not to violate the equal protection provisions of the Fourteenth Amendment of the United States Constitution.

It was the opinion of the Court that Texas has failed to provide equal protection upon the fact that greater property values make available more local tax dollars in one district than in another district.

The Court stated that the "quality of public education may not be a function of wealth, other than the wealth of the state as a whole."

While the Court directed the State to make changes, it did not mandate the specific direction those changes should take. The decision says:

"The State may adopt the financial scheme desired so long as the variations in wealth among the governmentally chosen units do not affect the spending for the education of any child."

At its meeting in January 1972, the State Board of Education assumed full responsibility "for developing a proposal to be submitted to the Governor, the Legislature, and the general public which will provide for financing public education in Texas in accordance with the requirements of the final Court Order and in accordance with standards of high quality commensurate with the financial ability of Texas."

The Board invited other groups "making similar studies to coordinate their findings with the Board so that the final proposal will represent the broadest participation possible by the citizens of Texas."

In carrying out the responsibility it had assumed, the Board established a committee on school finance and task force groups were set up at the Agency. During the spring and summer, the Board studied the problems of funding in an overall context of the total school program and developed alternate plans for providing the quality of education Texas wants for its children. The final recommendations of the State Board of Education will be presented to the Sixty-third Legislature.

Advisory Groups Assist Agency

Under provisions of the Foundation School Program, the Texas Education Agency has long worked with advisory committees composed of educators and other professional men and women particularly knowledgeable about and interested in various aspects of public school education. Some of these groups have been authorized by the Legislature; others have resulted from State Board of Education action in response to current educational priorities.

New Advisory Groups

During the biennium, emphasis upon career education led to the establishment of a 21-member advisory council to assist the Agency to review progress and develop new ideas for workable career education programs which can be adopted by Texas schools.

With the movement toward certification based upon performance, the Board in June 1972 authorized a State Commission for Professional Competencies to facilitate the transition to teacher education programs built upon the concept of competency and performance.

Approved by the Board in January 1971, the State Advisory Commission for the Texas Study of Public School Instructional Resources is composed of 21 members representing public school administrators, classroom teachers at all levels, boards of school trustees, media specialists, resource center directors, and high school students.

The 9-member State Advisory Committee to Evaluate Language Development Textbooks

for Kindergarten was created by the Board in May 1972 to advise the Commissioner of Education and set up criteria for the selection of kindergarten materials for language development which will be adopted in 1973.

Appointed in September 1971, for a 3-year period, the 21-member Texas Industrial Arts Advisory Commission represents government, education, labor, business, and industry.

The Continuing Advisory Committee for Special Education was established in November 1970 to provide consultative services in the continuous updating and revision of policies affecting special education programs and operations across the State. The 15 members include representatives of parent groups as well as educators.

Groups of Long Standing

The State Board of Examiners for Teacher Education, a statutory group, was restructured in June 1972 to make it more broadly representative of the total profession and increased in size from 15 to 27 members. Its major responsibility is to make recommendations to the Commissioner and the State Board of Education on all matters pertaining to teacher certification.

Composed of teachers and public school administrators, the 15-member Textbook Committee reviews and selects all text materials to be purchased by the State for free distribution to pupils and teachers. The committee was established by the Gilmer-Aikin laws of 1949.

The State Commission on School Accreditation reviews decisions made by members of Agency accreditation teams and hears appeals from districts which have been found not to meet accreditation standards.

Other advisory groups are concerned with

particular facets of the educational program. Among these groups are the State Advisory Council on Bilingual Education, the Crime and Narcotics Advisory Commission, the State Advisory Council on Vocational-Technical Education, the Advisory Commission on Conservation, the Advisory Council for Language Handicapped Children, the Advisory Council for Children with Learning Disabilities, the Advisory Committee on Career Education, and the Consulting Committee on Confluence of Texan Cultures. Other groups such as the Proprietary School Advisory Commission assist the Agency in carrying out some specific responsibility.

Volunteer Programs Increase in Biennium

Because of the enthusiastic acceptance of the services of volunteers in many Texas schools and a strong movement for increased use of these services at the national level, the Texas Education Agency established a task force to study volunteers and to recommend action. As a result of the work of this group, a survey of schools in the State to determine the use of aides was undertaken and a brochure "*Volunteers in Education*" was developed and widely distributed. An Agency staff member has been assigned to serve as State liaison officer for volunteer programs.

Of the 842 districts replying to the questionnaire, 265 reported that they used volunteers.

Of the 577 districts reporting that they did not use volunteers, 325 indicated that they believed that the idea had potential value for their districts.

The survey indicated that volunteers are providing many kinds of services for Texas schools including:

- Helping in libraries
- Assisting teachers
- Serving on advisory councils
- Assisting in extracurricular activities
- Helping with playground lunchroom, safety patrol duties
- Assisting in health services

Pupil Population Grows Slowly

Texas' pupil population continues to grow, but more slowly than in the Sixties. According to predictions based on live births, 1971-72 should have been the peak year for enrollment

in Texas public schools. With the 1972-73 school year, enrollment should begin a downward trend.

Enrollment:	<u>1970-71</u>	<u>1971-72</u>
Elementary (K-8, including special education)*	2,015,453	2,018,487
Secondary (9-12)	785,047	803,959
Total State Enrollment	2,800,500	2,822,446
Percentage of increase over previous year in total enrollment	2.66%	.78%

*Although some school districts operated kindergarten programs prior to 1970-71, this was the first year that this information was reported to the Texas Education Agency.

Pupils Are Multi-Ethnic

Like the general population, Texas' pupil population is also multi-ethnic. The enrollment by ethnic groups shows that there has been an increase in the percentage of all

minority group enrollments, resulting in a decrease in the percentage of other enrollments from the fall of 1970 to the fall of 1971.

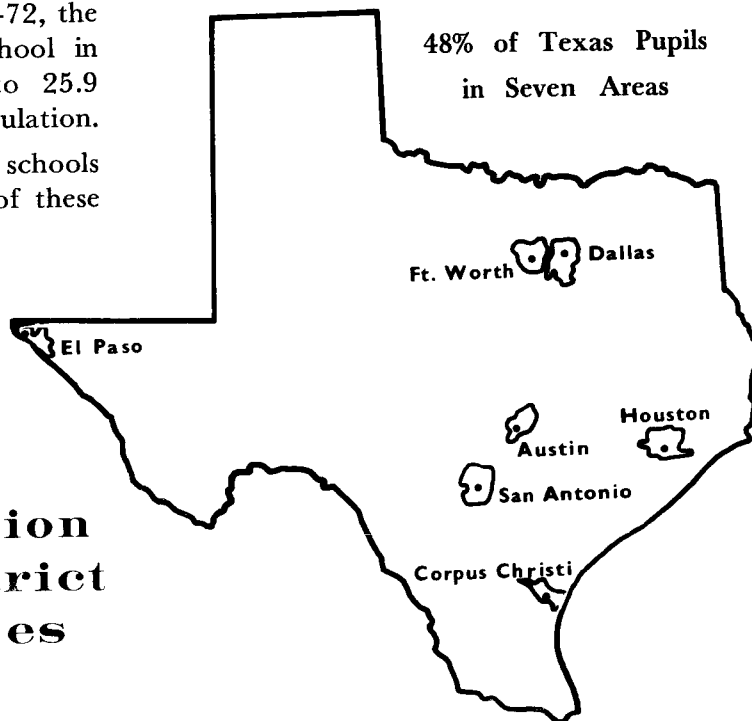
<u>Ethnic Group</u>	<u>Fall Enrollment, 1970</u>	<u>Percentages of Pupil Population, 1970</u>	<u>Fall Enrollment, 1971</u>	<u>Percentages of Pupil Population, 1971</u>
Mexican American	577,409	21.30%	599,619	22.00%
Negro	411,276	15.20%	422,663	15.50%
Oriental	4,387	0.20%	4,584	0.20%
American Indian	3,173	0.10%	3,122	0.10%
Other	<u>1,715,363</u>	<u>63.30%</u>	<u>1,701,158</u>	<u>62.30%</u>
Total	2,711,608	100.10%**	2,731,146	100.10%**

**Figures have been rounded so that the total percentages are over 100%

Other facts about Texas' pupil population are also significant:

- 55 percent of all pupils in the State attended school in only 4 percent of the total number of districts in 1970-71.

- 26.8 percent of the pupils in the State attended school in the seven largest districts in 1970-71: Austin, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, San Antonio. In 1971-72, the number of pupils attending school in these districts had dropped to 25.9 percent of Texas' total pupil population.
- 48 percent of all pupils attended schools within the metropolitan areas of these seven largest cities in 1970-71.



Shifts in Population Reflected in District Numbers and Sizes

Number of Districts Decreasing

Shifts in Texas' pupil population are reflected in changes in Texas' school districts. Not only is the total number of districts decreasing as consolidations merge once separate districts, but the size of districts is also changing. The seven largest metropolitan districts are decreasing slightly, while the number of pupils attending suburban schools is increasing. In general, the number of smaller districts is decreasing and many districts are

getting smaller. However, in 1970-71 there were 78 districts in Texas each with 49 or fewer pupils in average daily attendance.

	<u>1970-71</u>	<u>1971-72</u>
Total number of public school districts in Texas	1,186	1,147
Accredited	1,113	1,079
Unaccredited	73	68
Accredited private schools and diocesan school systems	133	122

Staff Numbers, Specialties Change

School Staffs Reflect Changes in Enrollment Programs

Increased numbers of pupils have meant increased numbers of people to staff Texas schools. But growth alone is not the whole story. Recent years have also seen changes in the kinds of personnel needed. Emphasis upon special services and programs has brought an increased need for personnel such as

educational diagnosticians and counselors and for other staff members such as teacher aides.

Texas' teachers rank among the top in the nation in academic preparation. In the early 70's, almost 99 percent of the people who taught in Texas public schools had degrees.

	PROFESSIONAL PERSONNEL*	1970-71	1971-72
Elementary Classroom Teachers		52,758	52,654
High School Classroom Teachers		28,589	29,553
Junior High Classroom Teachers		21,761	22,260
Kindergarten Teachers		1,144	1,696
Teacher Aides		4,779	5,459
Superintendents		996	989
Principals, Full-Time		3,067	3,121
Principals, Part-Time		3,046	3,617
Supervisors		600	584
Counselors		1,428	1,426
Librarians		1,947	2,042
School Nurses		1,142	1,201
Physicians		10	8
Visiting Teachers		312	227
Itinerant Teachers		1,380	1,322
Special Education Teachers			
Visually Handicapped		54	50
Orthopedically Handicapped and other Health Impaired		412	482
Minimally Brain Injured		866	1,129
School Age Deaf		52	75
Mentally Retarded - Educable		3,002	3,359
Mentally Retarded - Trainable		414	459
Speech and Hearing		916	1,105
Pregnant Students		33	113
Emotionally Disturbed		158	335
Language and Learning Disabilities		200	730
Early Childhood Education for Handicapped (3-5 yr. old)		49	159
Supportive Units			
Sp. Ed. Teacher Aides		0	1,868
Sp. Ed. Supervisors		178	268
Sp. Ed. Counselors		94	193
Sp. Ed. Visiting Teachers		13	11
Educational Diagnosticians		70	144
School Psychologists		27	31
Associate School Psychologists		27	59

However, as new educational programs emerge, requirements for obtaining a teaching certificate in Texas must be reviewed and updated and opportunities for teachers to keep abreast of new developments must be made available.

1969, 10 days of inservice education must be provided each year for all teachers in Texas schools. A grassroots study of teacher education and certification was conducted during the biennium which should result in strengthening the total program.

Under provisions of legislation enacted in

	<u>1970-71</u>	<u>1971-72</u>
Vocational		
Vocational Supervisors	29	43
Vocational Administrators	82	108
Vocational Counselors	143	180
Agriculture	1,206	1,251
Homemaking - Useful	2,173	2,250
Distributive	441	496
Health Occupations	42	56
Industrial	1,044	1,189
Occupational Orientation	34	98
Office	333	378
Homemaking - Gainful	70	107
Technical	53	54
Coordinated Vocational-Academic Education (CVAE)	535	651
Vocational Education for the Handicapped	51	81
Non-Reimbursable on Foundation Program or Reimbursed Through Other Sources		
Administrative Assistants	174	142
Model Cities Program	36	45
National Teacher Corps (Team Leaders)	25	12
Miscellaneous Professional Personnel	652	930
Driver Education	135	131
Head Start - Office of Economic Opportunity (OEO)	126	166
Migrant Teachers (OEO)	93	68
Teachers, Supervisors, or Principals of County-Wide Day School for Deaf	111	135
Kindergarten Teachers (Non-Foundation)	545	420
Teachers of Preschool Deaf	36	24
Special Programs for Educationally Disadvantaged		
Professional Staff	5,707	4,461
Teacher Aides	0	3,267
STATE TOTAL	143,400	153,472

*Data from Professional Personnel Records 1970-71, 1971-72.

Public Education, Agency Keep Pace In Changing Texas

Urbanization, industrialization, integration, technology, instant communication—all have had an impact on Texas. And as Texas has changed so have public expectations for education.

Today public school education must prepare students—all students—to live and work in a world which will reach into the Twenty-first Century. It must enable them to move freely and comfortably in a multicultural, multilingual society. It must help them to understand both their natural and their man-made environments.

During the biennium, public schools, under the leadership of the Texas Education Agency, have kept pace with the demands of the times.

Career education, studies of conservation and ecology, bilingual and multicultural programs, special programs to meet special needs—all have been or are being incorporated into the Texas curriculum.

In October 1970, following a careful review by major professional and related organizations, the State Board of Education adopted Goals for Public School Education in Texas. These Goals clearly define future direction for both Texas school districts and State leadership.

Procedures to ensure annual review by both professional and lay groups have been established. There will be periodic adjustments in the Goals, perhaps even in emphasis, to meet changing conditions in American society and in the needs of students.

The underlying philosophy, however, is basic: to give Texas school children and adult students the best possible education that planning, experience, and effort can devise.

The full text of the Goals is printed on the following page.

Years of
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1970 - 1972

* GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop his personal knowledge, skills and competence to the maximum of his capacity, and to learn behavior patterns which will make him 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.

C. 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 Cultural and Aesthetic Values

1. Knowledge of major art, music, literary, drama, and culturally related forms and their place in the multi-cultural heritage.
2. Skill in the creative use of leisure time.
3. Competence in the critical evaluation of multi-cultural offerings and opportunities.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological and sociological 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.

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 be made relevant to the personal goals of every student and designed so that he can achieve the educational standards of the system and be encouraged to remain in school until he is 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 evaluation should be established for measuring the performance of the public school system in terms of the competence of its products and the efficiency of its structure and processes.

Spring 1972



The Texas Education Agency

* Adopted by The State Board of Education October 3, 1970

Legislative Milestones Mark Progress Of Public School Education In Texas

Republic Sets Aside Land for Education

In 1840, the Republic of Texas set aside land in each county which could be sold for the "benefit of an academic school."

School Law Establishes Permanent School Fund

In 1854, the School Law created the Permanent School Fund, including a landed endowment and an investment trust fund, to support public education.

Legislature Authorizes State Board of Education, Superintendent

In 1876 and 1884, legislative actions established a State Board of Education and provided for an elected State Superintendent of Schools.

School Attendance Becomes Compulsory

In 1915, school attendance became compulsory, with passage of legislation requiring all children from 8 to 14 to attend school unless properly excused. Later legislation has extended the ages to cover children from 7 to 17 years.

Federal Funds Provided for Vocational Education

In 1917, the State Board for Vocational Education was authorized to accept Federal funds to help support its programs.

State-Adopted Textbooks Made Available to Pupils

In 1918, a Constitutional amendment provided for State adoption and purchase of textbooks. Subsequent legislation has expanded State support to certain other instructional materials.

Gilmer-Aikin Laws Establish Foundation Program, Texas Education Agency

In 1949, the Gilmer-Aikin laws guaranteed "each child of school age in Texas the availability of a Minimum Foundation School Program for nine full months of the year" and reorganized State management of public schools, placing it in the new Texas Education Agency.

State-Supported Kindergartens Authorized

In 1969, major educational legislation authorized State-supported kindergartens and expanded both vocational and special education.

Legislature Mandates Quarter System; Regulation of Proprietary Schools

In 1971, the Sixty-second Legislature enacted laws requiring all schools to be operated on the quarter system, beginning with the 1973-74 school year and assigning responsibility for regulating proprietary business and vocational schools to the Texas Education Agency.

Financing Public School Education

Years of
TRANSITION
1970 - 1972

Revenue Increases, Court Rulings Indicative of Trends in Financing

Two developments were indicative of trends in public school financing during the biennium: (1) an increase in the revenues for public school education, with both State and Federal percentages of the total revenue showing an increase over the previous biennium and (2) the ruling handed down in December 1971 by the United States District Court, Western District of Texas, San Antonio Division, which, in effect, ordered development of a new plan for financing Texas public schools.

The State Board of Education formed a Committee on Public School Finance which, working with a management task force of the Texas Education Agency staff, accepted responsibility for developing a plan to be presented to the entire Board for approval.

In February 1972, the State Board of Education adopted the following "Statement of Principles for the Development of a School Finance Plan":

- Guaranteed funding of the State's share of basic educational opportunity for all children must continue to be the key element of any school finance plan.
- Local taxes should continue to be used in the district collected. The capability of each local district to enhance and enrich its own program above the state basic program must be preserved.
- The control of the local district and the administration of such funds available to that district should be vested in the citizens residing within that district, retaining the concept that decisions are

best when made as close to those affected as practicable. This will require responsible district organization and financial structure.

- The allocation of State funds shall give consideration to the ability of the local school district to provide local tax and other revenues.

The Board Committee and Agency staff have coordinated efforts with the nine other active school finance study groups. Besides meeting many data requests from the other groups, the Committee and staff have produced and distributed basic statistical documents, including *Estimates and Projections for Texas Public Schools* and *Preliminary Estimates of 1970 Market Value of Taxed Property of Texas School Districts*. The document on market values was developed cooperatively with other study groups.

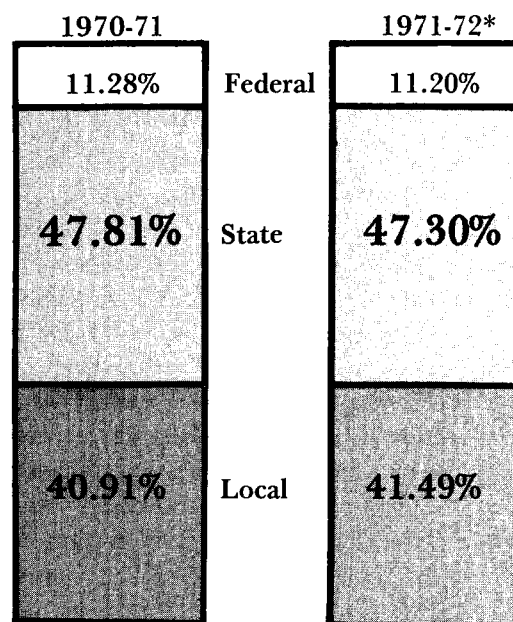
Following months of study and involvement of many citizens, the State Board of Education will present to the Sixty-third Legislature a public school finance plan.

Local, State, Federal Funds Finance Texas Public Schools

Basically Texas public schools are financed by local and State monies with Federal funds providing for special supplementary programs and services. In 1970-71 the total revenue for public school education was \$2,111,412,000; in 1971-72 it was estimated to be \$2,332,225,000.

State and Federal revenues increased in the first year of the biennium over the previous biennium, with a corresponding decrease in local revenues. However, estimates for the second year of the biennium indicate a slight increase in local revenues.

Comparison of Sources of Revenue



*Estimated

What Local Funds Pay For

Local funds pay for building new schools or retiring bonds which paid for those already built; provide for the number of teachers above those allocated under State formulas or add funds to bring teacher salaries above the State Salary Schedule; support other services desired by the school district; and furnish approximately 20 percent of the cost of the Foundation School Program.

Local Revenues for Public School Education

<u>1970-71</u>	<u>1971-72</u>
\$863,875,000	\$968,158,000

Source of Local Funds

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 out-

standing 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.

State Funds Support Salaries, Operating Costs, Transportation

In 1970-71, State funds represented 47.81 percent of the total revenue for public school education, an increase of 2.68 percent over the last year of the previous biennium. However, it was estimated that in 1971-72 there was a slight decrease in the State's share, with State revenues accounting for 47.30 percent of the total revenues.

State Revenue for Public School Education

<u>1970-71</u>	<u>1971-72</u>
\$1,009,450,000	\$1,103,731,000

What State Funds Pay For

State money helps to pay the salaries of teachers, other professional members of the school staff, and certain teacher aides based on the number of units allocated under the Foundation Program formula. In addition, State funds finance textbooks, school bus services, supplemental salary aid, and contribute toward maintenance and operating costs of the school district.

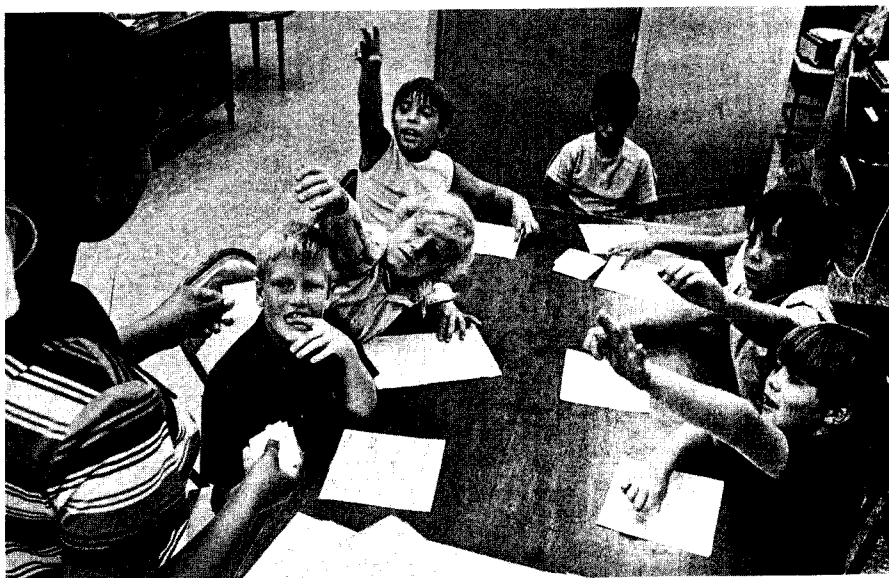
Source of State Funds

State funds for public schools are paid from three sources: the Available School Fund, the General Revenue Fund, and the Foundation School Fund.

Texas Provides Foundation Program

When the Foundation School Program was adopted as a part of the Gilmer-Aikin laws in 1949, the State of Texas pledged to support a basic education for all children, no matter where they lived in the State or what their abilities or interests were.

Under the Foundation School 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 for personnel, including professional staff and teacher aides, school bus transportation, and maintenance and operation.



Foundation Program Expanded To Keep Pace With New Needs

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 by 1977)

- 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)

The Sixty-second Legislature also provided for basic support to Texas' system of regional education service centers to be paid from Foundation School Program funds under a formula developed by the Commissioner of Education and approved by the State Board of Education not to exceed \$2 per pupil in average daily attendance in the State's public schools in the next preceding school year. (Section 11.33 (c), Texas Education Code, 1971)

FOUNDATION SCHOOL PROGRAM

SOURCE OF FUNDS	1970-71	Estimated 1971-72	COST OF PROGRAM	1970-71	Estimated 1971-72
State:					
Foundation Funds	\$ 602,715,884	\$ 628,559,864	Salaries Paid Professional Personnel	\$ 955,684,603	\$1,021,344,024
Per Capita	287,159,758	316,157,851	Maintenance and Operation	75,266,557	77,592,291
Total State Funds	\$ 889,875,642	\$ 944,717,715	Transportation	24,039,931	24,990,492
			Preschool Age Non-English Speaking	275,000	125,000
Local:			Preschool Age Deaf	250,763	203,886
County Available Funds	\$ 754,482	702,554	County-Wide Day School for Deaf	2,008,791	2,558,452
Net Local Fund Assignment	190,110,370	208,613,387	Incentive Aid	1,898,493	2,037,004
Budgetary Excess	374,518	408,332	Agency Administration	2,004,702	2,413,260
Total Local Funds	\$ 191,239,370	\$ 209,724,273	Educational Television	592,602	611,712
Total Funds	\$1,081,115,012	\$1,154,441,988	Regional Media Centers	1,996,568	2,129,400
			Transportation for Exceptional Children	1,950,980	2,412,851
			Computer Services	2,272,203	2,487,718
			Sick Leave	3,205,000	3,525,000
			Student Teaching	2,513,250	2,659,200
			Other Special Education Programs	7,028,189	9,032,269
			Vocational Contract Service	127,380	319,429
			TOTAL FOUNDATION PROGRAM COSTS	\$1,081,115,012	\$1,154,441,988

Automatic Financing Assured —————

One of the strengths of the Foundation School Program, under the legislation of 1949, is 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 Fund. Because the Foundation School Program provides for automatic financing, local schools in Texas are able to plan ahead for more than one or two years.

Foundation Costs Shared —————

In Texas each local district is a partner in public school education. The plan for financing the minimum State program of education is related to the ability of each district to pay its own way.

Although the average local share of operating schools is about 20 percent of the total on a Statewide basis, the actual local cost may be more or less, depending on the wealth, property evaluations, and the number of pupils in the district.

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 to the Foundation School Fund in any fiscal year. Through the Local Fund Assignment for the Foundation School Program, local districts are paying approximately 20 percent of the cost of Agency administration.

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.

Based on Complex Formula —————

The Statewide Local Fund Assignment to the Foundation School Program is 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 cost 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.

Seventy-seven districts in 1971-72 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.

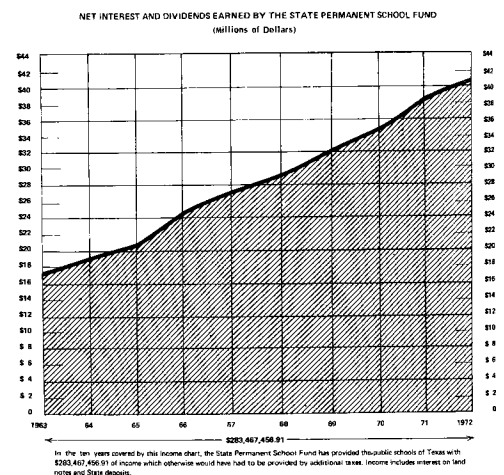
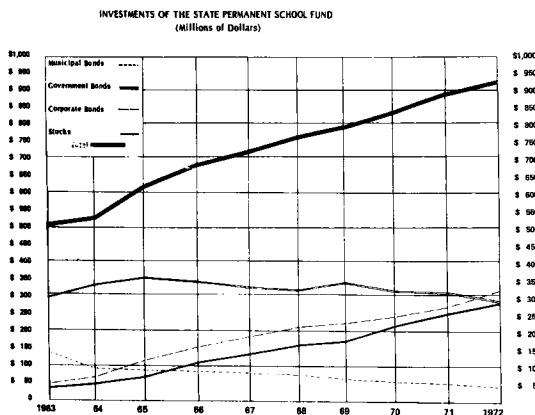
From \$2 Million in 1854 Permanent School Fund Grows To \$900 Million in 1972

The Texas Constitution in 1854 created the Permanent School Fund as a perpetual resource for the development of public schools in the State. This constitutional provision also assured that future generations of Texas children would share the benefits derived from depletable natural resources.

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. The receipts from this endowment include oil and gas royalties, bonuses, rentals, and awards on mineral leases, principals on land sales, and other sources. These funds are deposited to the investment account of the fund. Earning from the Permanent School Fund are deposited to the State Available School Fund.

Both the Constitution and subsequent statutes assign responsibility for Permanent School Fund investment policies to the State Board of Education, which directs the operations of the Texas Education Agency investment staff. The fund has increased from \$2 million in 1854 to more than \$900 million in 1972. These funds are invested in municipal bonds, government bonds, corporate bonds, and common and preferred stocks.

During the ten-year period shown, interest on this fund has increased from approximately \$16 million in 1963 to over \$41 million in 1972. This earned income has been deposited directly to the Available School Fund as income which otherwise would have had to be provided by additional taxes.



Available School Fund Distributed to Districts

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 of Texas received approximately \$319,113,000 as part of the per capita apportionment during the 1971-72 school

year. Cost of the County Superintendent's office is prorated to each district and is deducted from the district's per capita apportionment.

Cost of County Superintendent's Office, 1970-72

	1970-71			1971-72		
	Co. Supt.	Ex Officio Co. Supt.	Co. Exec. School Secy.	Co. Supt.	Ex Officio Co. Supt.	Co. Exec. School Secy.
Number of Offices	127	102	1	124	105	1
Average Cost Per Office	\$ 19,773	\$ 4,974	\$6,873	\$ 21,975	\$ 5,065	\$6,880
TOTALS	\$2,511,224	\$507,244	\$6,873	\$2,717,609	\$533,456	\$6,880

State Funds Reimburse Costs of Transportation

Texas also provides funds for both regular school transportation and transportation for certain children enrolled in special education programs. Since 1957, the State has used a uniform basis for reimbursing school districts for regular transportation. Reimbursement is based on a formula which considers the number of eligible pupils transported on the bus and the length and condition of the route.

Transportation of Exceptional Children

	<u>1970-71</u>	<u>1971-72</u>
Cost to State	\$1,919,594	\$2,406,625

Regular Transportation		
	1970-71	1971-72
Number of Routes	8,064	8,420
Cost to State	\$23,169,425	\$25,108,983

The Texas Education Agency and the State Board of Control with the advice of the Texas Department of Public Safety jointly share the responsibility for developing and coordinating specifications for school bus design and equipment. Priority is given to the safe transportation of pupils in developing the specifications.

Personnel from the Agency and the Department of Public Safety cooperate with school administrators in conducting safety workshops for school bus drivers. The Agency also conducts surveys to assist schools in planning, initiating, and strengthening all phases of the transportation program.

Reimbursement for transportation for exceptional children is at a rate of \$150 annually for each eligible pupil transported, enrolled in, and attending an approved special education class.

Special State Formulas Satisfy Special Needs

Computer Services

To encourage a planned Statewide system of computer services designed to meet public school education needs, current and future, the Sixty-first Legislature provided for a program of financial assistance for such services to school districts of the State through regional education service centers. Under policies developed by the State Board of Education, the program began with the 1970-71 school year.

DATA PROCESSING SERVICES PROVIDED BY REGIONAL EDUCATION SERVICE CENTERS

SERVICE	UNITS	VOLUME	
		1970-71	1971-72
Student Files	Students	538,199	826,269
Class Scheduling	Students	400,681	496,298
Grade Reporting	Students	302,869	423,479
Attendance Accounting	Students	343,778	471,961
Personnel Files	Employees		74,071
Payroll Checks	Checks		1,456,503
Test Scoring	Tests	669,371	872,118
Financial Accounting	Districts	3	19

Costs and Revenues for Regional Data Processing Services

	1970-71	1971-72*
Total Cost	\$4,204,620	\$4,452,206
Total Revenue		
State Financial Aid	\$2,432,420 (58%)	\$2,487,954 (56%)
Paid by School Districts	\$1,772,200 (42%)	\$1,964,252 (44%)
	\$4,204,620	\$4,452,206

*Estimated

Expanded Special Education Programs

Legislation enacted by the Sixty-first Legislature (Section 16.16, Texas Education Code, 1971) provides for a flexible and comprehensive special education program, commonly called Plan A, through a marked change in allocation of funds.

In the Plan A formula, special education resources are directed to the school district on the basis of the gross number of pupils

in average daily attendance (ADA), rather than on the basis of the number of identified handicapped pupils as in the traditional program called Plan B. For each 3,000 children in ADA, the school district is allotted 20 professional instructional units, 7 teacher aides, and 3 professional supportive personnel units for special education programs and services.

Allocations of funds for both Plan A and Plan B school districts for appraisal services, materials, consultative services, special seating, special communication equipment, and special transportation, and contracting with non-public schools are also provided according to specific formulas, approved by the Commissioner of Education and the State Board of Education.

Instructional Television

Since the 1968-69 school year, Texas has provided funds from the Foundation School Program for televised instruction.

PARTICIPATION IN INSTRUCTIONAL TELEVISION 1971-72*

Courses	Enrollment
Social Studies	747,768
Language Arts	648,205
Fine Arts	564,160
Science	481,881
Mathematics	39,301
Foreign Languages	108,403
Homemaking	4,590
Health, Physical Education	323,933
Driver Education	8,194
Special Education	32,198
Guidance	5,864
Sesame Street	44,810
Miscellaneous	32,451

*Data from Superintendent's Annual Report

Media Services

The State assists in financing media services for schools. An annual allocation is made to each regional media center (education service center) not to exceed one dollar per scholastic in average daily attendance for the preceding school year in the districts electing to participate in such services. Based upon contracts between the districts and the regional education service centers, the State paid a total of \$1,996,568 in matching funds for media services for the 1970-71 school year and \$2,479,000 for the 1971-72 school year.

Supplemental Salary Aid

Supplemental salary aid over and above the minimum salary scale may be paid to selected full-time teachers who spend 50 percent or more time in classroom instruction.

Participating districts are required to grant increases to at least 10 percent of their classroom teachers. These districts receive \$50 for each eligible classroom, vocational, and special education teacher unit. Minimum payment which may be made to a teacher is \$100 and maximum payment \$1,000. Funds are disbursed from General Revenue. State funds are matched by local funds in the same percentage that the district participates in the Foundation Program.

During 1970-72 Biennium, the trend continued toward payment of the increase to

SUPPLEMENTAL SALARY AID

	1970-71	1971-72
Districts	760	798
Total Eligible Teacher Units		
in Districts Participating	105,706	110,789
Local District Share	\$3,930,712	\$4,086,210
State Share	\$4,736,417	\$4,964,950
Total Supplemental Aid	\$8,667,129	\$9,051,160
Teachers Receiving Increases	39,728	41,573
Percentage of Teachers		
in Participating Districts	37.6%	37.5%

teachers in such subject areas as mathematics, science, English language arts, and physical education.

Special Teacher Allotments

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 1970-71				
	District	Co-op	District	Co-op
Supervisors	556	84	548	81
Counselors	1,196	89	1,236	100
Librarians	1,808	27	1,947	29
School Physicians	10	1	8	1
School Nurses	963	55	1,006	54
Visiting Teachers	302	15	217	10
Itinerant Teachers	1,285	62	1,261	64
Total	6,120	333	6,223	339

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 classroom teacher units were allocated to local schools in the 1970-72 Biennium for special situations.

SPECIAL FORMULA PERSONNEL

1970-71				1971-72	
	Districts	Units	Districts	Units	
Migratory Pilot Schools	20	98	19	99	
Regular Epidemic	5	28	2	5	
One-Teacher Units	7	6½	3	3	
Sparse Areas	105	149	104	152	
Small High Schools (84-156ADA)	40	41	39	39	

Impact of 'Carryover' Federal Legislation Felt During Biennium

At the close of the last biennium, Federal funds for education in Texas represented 11.17 percent of the total revenue for public school education. In 1970-71, Federal assistance had increased to 11.28 percent. However, in 1971-72 there was a slight decrease with Federal funds for educational purposes in Texas estimated at 11.20 percent of total revenue for public school education.

Of significance in Texas during the 1970-72 Biennium was implementation of Federal legislation which provides for "carryover" of funds, using Federal funds appropriated for one year in the following year. Effective in July 1969, the impact of the legislation was initially felt during the first year of the biennium.

Traditionally, Federal assistance for education has been on a State-Federal matching basis, usually set at 50-50. However, recent Federal support has taken a different turn, with much of the funding unmatched or only nominally matched.

In general, Federal aid to Texas schools is administered by the Texas Education Agency. Section 11.02 (c), Texas Education Code, 1971, 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 Texas Education 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 local 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 Federally-impacted areas for maintenance, operation, and school building construction, and funds from Federal forest lands.

Federal Revenue Receipts

	Actual 1970-71	Estimated 1971-72
School Lunch & Milk	\$ 37,675,000	\$ 50,000,000
Vocational and Adult Education	34,676,000	35,394,000
Maintenance and Operation (Impacted area)	29,526,000	29,500,000
Plant Construction (Impacted area)	1,257,000	1,150,000
National Defense Education Act	2,962,000	3,245,000
Elementary and Secondary Education Act 1965	94,440,000	106,775,000
Civil Rights (Title IV, Technical Aid)	40,000	40,000
Education Professions Development Act	3,609,000	3,500,000
Handicapped Training	293,000	160,000
Forest Reserve (Land)	491,000	452,000
Head Start Project	5,023,000	4,500,000
National Youth Corps	2,831,000	2,733,000
Driver Education	3,393,000	3,278,000
Emergency School Assistance Program	8,027,000	6,609,000
Other Federal Resources	13,844,000	14,000,000
TOTAL	\$238,087,000	\$261,336,000

Education of Handicapped Act Provides Programs, Services

Education of the Handicapped Act, Public Law 91-230, constitutes a single statute authorizing educational programs for the handicapped. Programs and services formerly funded under Title VI-A, Elementary and Secondary Education Act, are included under this act. The Texas Education Agency administers three of the seven provisions of this act, Parts B, D, and G.

Part B provides aid to states for the initiation, expansion, and improvement of special education and related services to handicapped children. Projects funded during the biennium include pupil appraisal services, special education instructional materials centers, physical

education and recreational programs, projects for deaf/blind pupils, and programs for autistic children, those children who are severely emotionally disturbed. Services were provided to a total of 87,458 handicapped children in 1970-71 and to 154,488 in 1971-72.

Through the \$400,000 funding provided under Parts D and G for programs to prepare professionals to work with handicapped children, a series of short-term special study institutes and training programs have been conducted during the biennium. There were 2,635 participants in these training programs, including administrators, supportive staff, and teachers from both regular and special education.

NDEA Stress on English-Reading

Title III to Assist Schools in Purchasing Materials to Strengthen Instruction

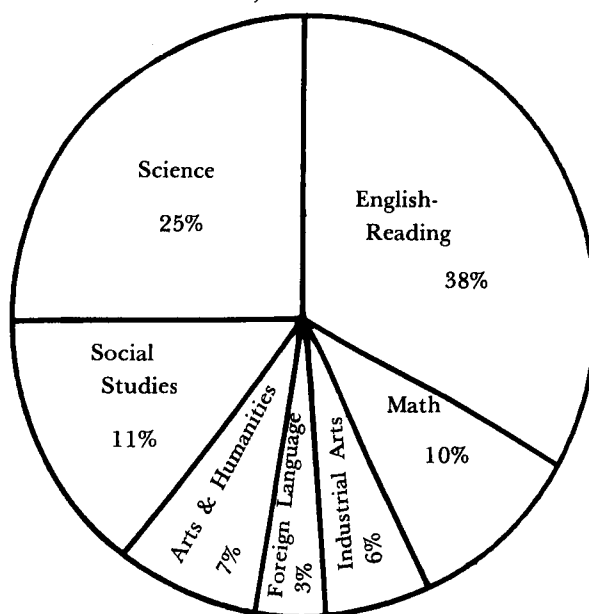
Under Title III of the National Defense Education Act (NDEA) which assists schools in improvement of instruction in academic subject areas (science, mathematics, modern foreign language, English, reading, history, geography, civics, economics, industrial arts, the arts and humanities) local districts are reimbursed 50 percent of the cost of materials and equipment. During the 1970-72 Biennium, Federal funds amounted to \$6,442,876.

For the first time a subject other than science received major emphasis in this program. The emphasis on English and reading probably resulted from the efforts of the Agency to emphasize high priority areas, one of which is language development and reading.

During the Biennium, the Agency received \$217,417 in Federal funds for State administration of this program. The major

portion of this money was used in providing consultative services to strengthen instruction in the various subject areas.

1970-72 Distribution of
Title III, NDEA Funds



Federal ESEA Funds Assist Schools, Agency

Funds made available to states under the Elementary and Secondary Education Act of 1965 and its amendments assist in the improvement of education for children in public and nonpublic schools and in the strengthening of state departments of education.

Schools and education service centers in Texas conducting approved programs under specific titles of ESEA are reimbursed 100 percent from Federal funds. The Agency administers all titles with the exception of three administered by the U.S. Office of Education.

Title I: To Develop Compensatory Education Programs - 1970-72: \$113,876,401

Title I of the Elementary and Secondary Education Act provides financial assistance to schools to meet the special educational needs of educationally disadvantaged children. Title I provides grants to state departments of education, which in turn allocate the funds to school districts, State institutions for the neglected or delinquent, and State institutions for handicapped children.

During the 1970-71 school year, 421,277 pupils in Texas received instruction and/or services supported by Title I funds. During the 1971-72 school year, there was a slight increase in pupil participation with 429,257 pupils benefiting from the supplemental programs and services.

Title I, Migrant Amendment: To Provide Special Services for Migrant Children - 1970-72: \$29,196,041

Children of migratory agricultural workers are being served by supplementary educational and health programs through funds available

to Texas under the Migrant Amendment of Title I. The Agency approved projects in 94 school districts serving 45,000 children in 1970-71 and in 95 school districts serving 55,000 children in 1971-72.

Title II: To Improve Library and Instructional Materials - 1970-72: \$8,877,207

Funds from grant awards under Title II were made available during the biennium to school libraries to purchase instructional materials. Items included books and materials such as recordings, periodicals, maps, films, filmstrips, and study prints. Under this program, support was also provided to education service centers for purchasing the film series "Images and Things" which will assist regional schools to strengthen art instruction.

Title III: To Demonstrate Innovative and Exemplary Programs and Services - 1970-72: \$14,972,503

Title III funds coming into Texas during the biennium supported vitally needed supplementary services and encouraged innovative and exemplary approaches to meeting educational problems. Eighty-five percent of the State's allocation under Title III is administered by the Texas Education Agency; 15 percent is administered by the U.S. Office of Education.

During the biennium, Title III funds provided base funding support for the State's system of 20 education service centers and for initiation of more than 40 small innovative projects. In addition, Title V, National Defense Education Act, which provided funds to strengthen guidance and counseling, was consolidated with Title III, ESEA, and no longer exists as a separate funding source. Federal

funds under NDEA were required to be matched with State and local funds. Although there are no matching requirements under the consolidation, 50 percent of the sum spent under Title V, NDEA from local, State, and Federal sources in 1969 is to be spent for guidance under Title III. Texas has exceeded this minimum by substantial amounts each year. During the biennium, more than \$420,000 was spent for guidance and testing services for Texas schools.

Title IV: To Provide for Research and Development Centers and Regional Laboratories (Administered by USOE)

The Texas Education Agency continues its effective working relationship with both the Research and Development Center for Teacher Education at the University of Texas and the Southwest Educational Development Laboratory, both funded under Title IV.

Title V: To Strengthen State Departments of Education - 1970-72: \$2,570,724

Title V as amended provides Federal appropriations to state education agencies as basic grants for the improvement and strengthening of leadership resources and the establishment of programs to identify and meet the special needs of the states. Of the total appropriated funds, five percent are reserved by the U.S. Office of Education to support special project grants of an experimental nature. Of the remaining amount, two percent is allocated to outlying territories and 93 percent is allocated to states on the following formula: 40 percent is allocated equally among the states and 60 percent is allocated according to the relative number of public school pupils in each state.

The Texas Education Agency used its funds in the 1970-72 Biennium to strengthen staff

development, management information and data processing services, international and bilingual education, curriculum development, school accreditation, teacher certification, instructional media, special education, and educational planning. A special project to convert approximately 250,000 certification files to microfilm was initiated and is being completed with Title V funds.

Title VI-A: To Provide Services to the Handicapped

Title VI-A was absorbed during the biennium under provisions of the Education of the Handicapped Act. A report on activities funded under this legislation may be found on page 31.

Title VII: To Develop and Implement Bilingual Education Programs (Administered by USOE)

Title VII provides direct assistance to schools for programs to meet the educational needs of children who have limited English-speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families. The Agency assists schools in planning and developing programs and coordinates the activities of the 40 projects currently in operation.

Title VIII: To Develop Pilot Projects in Dropout Prevention (Administered by USOE)

Title VIII provides funds for pilot and experimental programs designed to prevent students from dropping out of school before completion. One program was continued in Texas through a bi-state project.

Vocational Funds Aid Texas Youth, Adults

Federal funds contribute to a number of vocational education programs and services for in-school and out-of-school youth and adults in Texas.

FEDERAL GRANTS FOR VOCATIONAL AND ADULT EDUCATION

	1970-71	1971-72
Vocational Education	\$25,548,424	\$30,218,704
Civil Defense	60,604	56,269
Manpower Development	5,977,529	6,130,448
Adult Basic Education	2,094,873	3,371,121
Veteran's Education	296,551	367,842
Work Incentive	834,211	1,265,207
Adult Migrant Education	1,760,000	183,850
Vocational Professional Development	349,000	505,000
Total	\$36,921,192	\$42,098,441

State Vocational Education Program

During the biennium, \$50,967,055 was allocated to Texas for programs operated under the Texas State Plan for Vocational Education. These funds financed, in part, such items as salaries of teachers and other direct instructional costs, supervision, guidance and counseling services, and instructional materials.

Area Vocational Schools

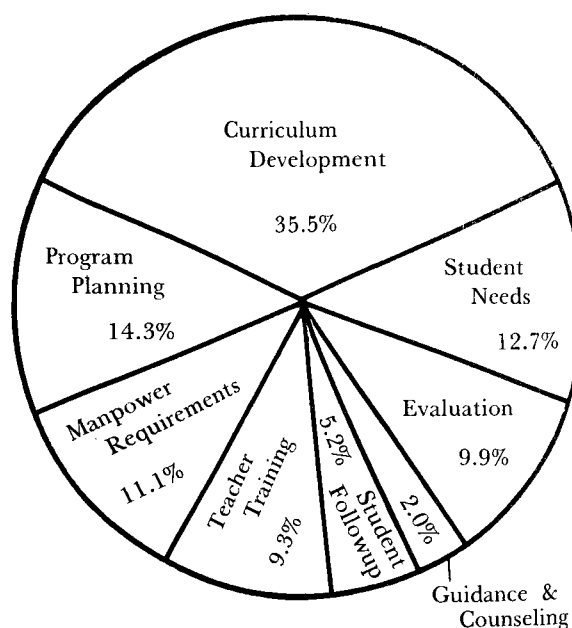
The Vocational Act of 1963 and its amendments have made possible financial assistance to public school districts and colleges for construction of area vocational school facilities.

During 1970-72, 139 schools and colleges were approved as area schools. Of this number, 101 are secondary schools and 38 are public post-secondary institutions. Federal funds allocated for this purpose during the 1970-72 Biennium totaled \$11,061,583.

Occupational Research and Development

During the biennium, 52 research and development projects in occupational education were supported with Federal funds. The projects, developed by six universities, 11 community colleges, two State schools, four education service centers, and five public school districts, focused on a number of concerns. Federal funds allocated for this purpose during the 1970-72 Biennium totaled \$1,386,054.

Federal and Local Expenditures For Occupational Research and Development, 1970-72



Vocational Grants for Career Education

To further the State's efforts to develop the career education concept, direct Federal financial support was provided for two projects. (1) Career Education Models: These research and developmental projects focused on establishing a comprehensive career education program, with a strong guidance and counseling component. Sites were approved for

Houston Independent School District, Fort Worth Independent School District, and Harlandale Independent School District in San Antonio. Federal funds allocated for these models total \$578,266. (2) Curriculum Materials Development: Instructional materials were developed specifically for the construction industries. Federal funds allocated for this purpose total \$150,000.

Federal Excess Property Program

As of July 1972, adult and vocational-technical education programs in Texas had acquired Federal excess property worth approximately \$10 million. Of the 125 local education agencies which have been recipients of this property, 84 are secondary schools and 41 are post-secondary institutions.

State Matches Portion of Lunch Program

A major development in the National School Lunch Program during the biennium was implementation of Federal legislation requiring participating states to provide certain matching funds beginning with the 1971-72 school year.

The amount required for matching was based upon 12 percent of the amount of Federal funds a state received during the year for the School Lunch Program. As Texas received approximately \$13,750,000 in Federal funds, the amount of State funds required was approximately \$1,650,000. The Sixty-second Legislature appropriated \$1,500,000 and the remainder of the funds required for matching was met by State Foundation School funds used by school districts to pay salaries of food service supervisors.

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. 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

<u>Program</u>	<u>1970-71</u>	<u>1971-72</u>	<u>Total</u>
School Lunch	\$31,174,809	\$50,080,000	\$81,254,809
School Breakfast	1,131,570	1,603,569	2,735,139
Special Milk	3,948,756	3,554,797	7,503,553
Nonfood Assistance	3,744,982	461,560	4,206,542
Agency Administration	126,319	166,553	292,872
<u>Total</u>	<u>\$40,126,436</u>	<u>\$55,866,479</u>	<u>\$95,992,915</u>

Agency Implements New Audit System For Public Schools

The Texas Education Agency is authorized by law to audit records and reports of programs administered by local school districts, education service centers, and other agencies. The types of programs examined include those under the Foundation School Program Act, other State-funded programs, and the State-administered programs funded by the Federal Government.

A new public school budget, accounting, and auditing system pilot tested during the 1968-70 Biennium was implemented in 149 school districts in 1971-72. Published in *Financial Accounting Manual*, Bulletin 679, this system

will upgrade the uniform system required by law since 1957.

Auditors from the Texas Education Agency traveled approximately 619,000 miles while visiting the majority of the State's school districts and all 20 of the education service centers during the 1970-72 Biennium.

In addition to the auditing function, the Agency provides consultative services to both State and local school administrators. Such services contribute toward improvement of accounting procedures and fiscal policies.

Types and Numbers of Audits		
Activities	1970-71	1971-72
Pupil Attendance and Personnel Audits or Surveys	680	518
School Lunch Program	0	158
Special School Milk	0	126
Breakfast Program	0	6
Nonfood Assistance	183	149
Pupil Transportation	4	17
Vocational Education	100	134
County Administration	93	41
Supplemental Salary Aid	69	130
Manpower Development	133	114
Adult Basic Education	0	1
Consolidated Application Fund	123	131
Adult Migrant Survey	1	0
Driver Education	124	17
Education Professions Development Act	8	11
Education Service Center	20	14
Non-English Speaking Preschool Program	0	3
County-Wide Day School for the Deaf	6	8
Student Teacher Program	0	66
Miscellaneous Audits	5	14
TOTALS	1,549	1,658

Public School Programs

Years of
TRANSITION
1970 - 1972

School Instructional Programs Planned for Individual Levels

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

- general education
- vocational education
- special education
- bilingual education
- provisions for the educationally disadvantaged
- provisions for the talented

Currently, kindergarten instruction is planned to meet the special needs of educationally disadvantaged children. By 1977, however, all five-year-old children will be eligible to attend if they wish.

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 schools.

In grades 7 and 8, Texas public schools provide instruction for a specified number of clock hours in English language arts, mathematics, 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

1½ units in physical education

½ unit in health education

**6½ units of electives from the
list of approved courses**

During the biennium, the Agency restructured accreditation standards and approved courses for operation of schools on a quarter basis for the beginning of the 1972-73 school year.

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, regulation, or local needs, schools provide instruction within the curriculum for safety, citizenship, conservation of natural resources, and career education.

Developments During Biennium Indicate Potential for Change

Among the major aspects and achievements of education in Texas during the 1970-72 Biennium are a number of developments with great potential for change:

- Passage of quarter system legislation;
- Emphasis upon career education;
- Growth in bilingual/multicultural education; and
- Implementation of new directions in special education.

Quarter System

Action of the Sixty-second Legislature, House Bill 1078, (Sections 16.861-16.864, Texas Education Code, 1971) began the movement of the school calendar from the traditional four-and-one-half-month semesters to three-month quarters. This legislation opens the door not only to year-round school operation but also to changes in course offerings and structure which should strengthen the educational program at all levels.

Although quarter system operation is not mandatory until September 1973, the Agency devoted major effort to preparing schools for the transition.

With advice and assistance from representatives of Texas schools, an Agency task force developed guidelines for operation of the quarter system which were distributed to all districts in the spring of 1972. In addition, three videotape programs were developed by the staff and used to disseminate information about the quarter system. Some 800 administrators received immediate response to questions through a telephone hookup between the Agency and regional education service centers following the videotape programs. Other printed materials on the quarter system were also developed and distributed.

Career Education

A second major thrust for changing education emerged from attention directed to the concept of career education. Texas has long recognized the value of preparing its boys and girls for both living and making a living and has stressed the importance of vocational education. During the biennium there was increased emphasis upon incorporating career education into all areas of the public school curriculum.

A Tentative Framework for Developing Comprehensive K-12 Career Education was developed by Agency staff in cooperation with a statewide advisory committee composed of educators and lay citizens. Distributed in the spring of 1972, the bulletin encourages schools to develop coordinated, sequential, and cumulative activities to assist their pupils to discover and prepare for satisfying, productive means of earning their living.

Bilingual-Multicultural

Increased concern with ensuring equal opportunities for all pupils was evident in the adoption of bilingual/multicultural education as a priority to be reflected in Agency planning and activities.

In June 1971 the State Board of Education approved the Statewide Design for Bilingual Education, which sets objectives, priorities, and concepts for program development. In cooperation with the U.S. Office of Education and Region XIII Education Service Center, the Agency in the spring of 1972 sponsored a national conference on bilingual education. More than 1,700 persons participated in the conference, which not only brought to Austin outstanding authorities in bilingual education but also provided for demonstrations of promising practices.



The Consulting Committee on the Confluence of Texan Cultures continued to assist the Agency staff with plans, policies, and projects to enhance the concept of multicultural education.

During the biennium, a conference for administrators on language and cultural differences was also held. The conference, held in June 1972 in San Antonio and sponsored by the Agency, four education service centers, and the Consulting Committee, provided administrators with information to help them make wise decisions in dealing with integration, bilingual education, and needs of minority children.

An Agency task force developed objectives for multicultural education that became the nucleus for the Agency response to the court order, Civil Action 5281, U.S. District Court, Eastern District of Texas, Tyler Division. A bulletin, *Alternative Programs to Improve Curriculum for Minority Students*, was also developed and distributed to all districts in August 1971.

Special Education

Emphasis toward meeting the educational needs of each child increased during the biennium. Nowhere was this more apparent

than in special education.

Changes in the kinds of programs provided for children with handicapping conditions were made possible by action of the Sixty-first Legislature. Through comprehensive services authorized in Section 16.16, Texas Education Code, 1971, these children receive individualized educational programs specifically designed in light of each child's unique needs.

Instruction may be provided in hospital classes, self-contained special education classes, regular classes, diagnostic classes, and vocational adjustment classes, or a combination of these classes. Instructional personnel for these classes may be classified as resource teachers, helping teachers, itinerant teachers, home-bound teachers, or diagnostic teachers.

Supportive services may be provided by a counselor, a visiting teacher, a supervisor, a teacher aide, a psychologist, associate school psychologist, or an educational diagnostician. Because of the special programs and services provided, the problems of many handicapped children are either alleviated or minimized to the extent that these pupils can lead full and useful lives.

Public School Kindergarten

Age Limit Lowered, Enrollment Rises

The biennium also saw the transition from public school education which had been primarily designed for pupils considered to be of school age—six to 17 years of age—to an educational system also reaching children under six.

Although there had been some State-supported early childhood programs for young children with special needs and some school districts had operated kindergarten programs prior to 1970, that was the first year that the State made funds available for kindergarten under the Foundation School Program.

KINDERGARTEN ENROLLMENT

September 1970	43,340
September 1971	61,083

The first two years of the public school kindergarten authorized by the Sixty-first Legislature to be implemented over a period of seven years proceeded on schedule. Children five years five months old who were educationally handicapped and from low income families became eligible to attend in September 1972 the age eligibility for these children had dropped to five years.

\$400 for New Classrooms

Major development in kindergarten education during the biennium was passage by the Sixty-second Legislature of Senate Bill 437 (Section 12.04 of the Texas Education Code, 1971) which provided \$400 for the purchase of basic teaching materials for each new kindergarten classroom beginning September 1, 1971, and authorized the State Board of Education to contract for kindergarten text-

books. During the last year of the biennium \$190,800 was allocated for textbook materials for 477 new kindergarten units.

Under Agency leadership, criteria concerning the kindergarten textbook materials were developed. Approved by the State Board of Education, the criteria state that materials are to be adopted for eight learning centers—language, blockbuilding and manipulative activity, science, art, music, and woodworking. These materials are intended for equipping classrooms, not for assigning to individual pupils. They may be books and any apparatus, including three-dimensional manipulative materials which convey information or contribute to the learning process.

In May 1972 a nine-member State Advisory Committee to Evaluate Language Development Textbooks for Kindergarten was authorized by the State Board of Education. Composed of members knowledgeable about education of young children, psychology, and child development, the group will advise the Commissioner of Education and set criteria for the selection of kindergarten materials for language development.

Other Developments

Five statewide conferences in early childhood education were held to assist school administrators in implementing and continuing kindergarten units.

The staff worked with 20 model kindergartens, one in each education service center region. *Model Kindergarten*, a narrative slide presentation developed during the biennium, summarizes activities in the model kindergartens.

As the State-supported kindergarten program expanded, the need for some of the other early childhood programs decreased.

PRESCHOOL PROGRAM FOR NON-ENGLISH SPEAKING CHILDREN

The oldest of these is the Preschool Program for Non-English Speaking Children, authorized in 1959 by the Fifty-sixth Legislature. The purpose of this special program is to prepare non-English speaking children for entry into the first grade with a command

of essential English words which will afford them a better opportunity to complete successfully the work assigned to them.

Year	Districts	Pupils
1970-71	73	8,122
1971-72	40	3,682

MIGRANT PREKINDERGARTEN PROGRAM

The Migrant Preschool Program for five-year-olds has also been absorbed in the kindergarten funded under the Foundation School Program. In the last year of separate migrant early childhood programs, 1970-71, 210 class-

rooms were in operation with approximately 20 children in each. Allocations for migrant children in the State kindergarten program were made in 1971-72 from Federal funds supporting migrant education.

BILINGUAL PROGRAMS FOR CHILDREN UNDER SIX

Early childhood bilingual education programs funded under Title VII, Elementary and Secondary Education Act, are designed to meet the special educational needs of children, ages three through five, who have limited English-speaking ability, who come from environments where the dominant language is one other than English, and who

come from low-income families. The specific objectives of the program vary depending on the need and desires of each individual community; however, the overall program contributes to the physical, social, mental, and emotional needs and interests of each individual.

PRESCHOOL DEAF PROGRAM

Texas provides a special education program for preschool children, including those three, four, and five years of age, who have a hearing loss sufficiently severe to prevent adequate progress in speech development. During the 1970-71 school year, 38 teachers provided services to 562 preschool deaf children. In 1971-72, 169 children received in-

struction from 24 full-time teachers and one part-time teacher. The purpose of the program is to prepare deaf children for entry in the first grade of the Texas School for the Deaf or the Texas public schools by providing them with a command of some form of communication with others.

DEVELOPMENTAL EARLY CHILDHOOD PROGRAMS FOR EXCEPTIONAL CHILDREN

Texas also seeks to provide adequate and appropriate special education services for all exceptional children who are three, four, and five years old. Activities in the program are adapted to meet the needs and interests of individual children.

During 1970-71, 10 school districts provided instructional services to 380 preschool handicapped children in 65 classes. During 1971-72, the developmental program was expanded to 157½ classes in 37 schools serving 1,493 handicapped children.

Three Areas Stressed In General Education Curriculum Development

Three major concerns were paramount during the biennium in curriculum development for the general instructional program, K-12:

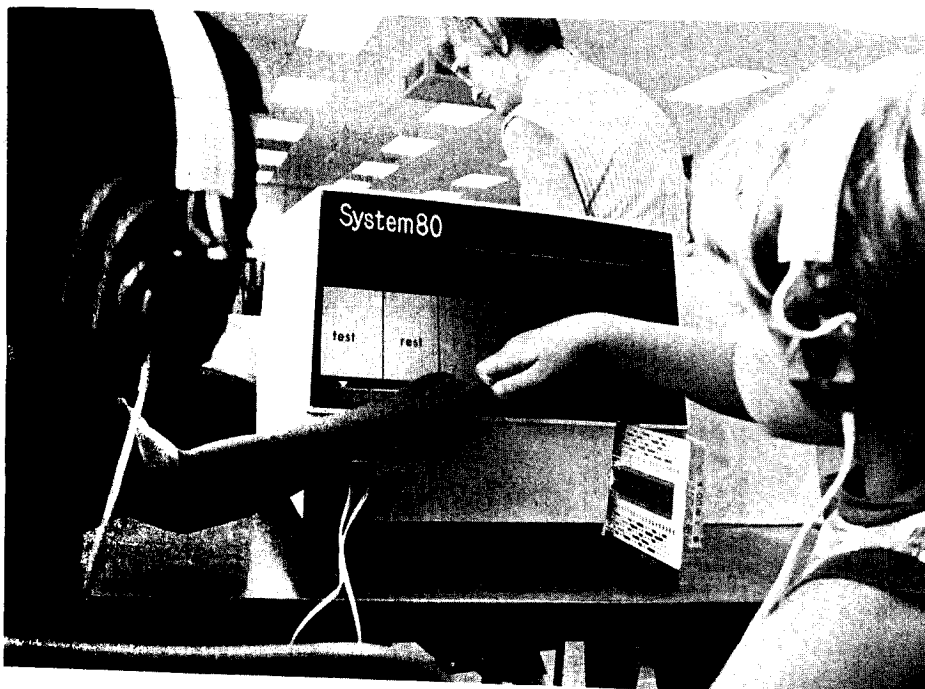
- Providing a balanced curriculum for all pupils;
- Increasing individualization; and
- Strengthening the interdisciplinary approach to instruction.

Agency subject matter specialists with responsibility for general education have continued to upgrade State descriptions of a balanced curriculum. These descriptions provide a broad framework for developing local programs.

To assist teachers to individualize instruction, staff members have focused upon adapting classroom materials and methods to the individual and using technology and human resources for better diagnosis and more personalized instruction.

A major step in individualizing instruction is determining objectives to be attained by pupils. Objectives in the basic areas of reading, mathematics, health, and safety education were developed by teachers and others from schools, teacher education institutions, and the Agency. Objectives in social studies, science, and the English language arts are under development.

Interdisciplinary concerns—those which draw upon various disciplines such as social studies, English, science, mathematics and then become a part of instruction in these subject areas—have affected planning in curriculum. Career education, multicultural education, environmental education—each of these requires an interdisciplinary approach and will influence the traditional general education program and necessitate orderly change.



Major Developments In Elementary Years Aid Later Learning

The elementary school years, those years traditionally encompassing grades one through six, provide the foundation in the skills and understandings basic to later learning. The biennium has seen schools across the State explore new ways to organize the elementary grades to strengthen instruction for all children.

Although the extension of public school education to include kindergarten continued to receive major attention, emphasis was also upon three major developments in the elementary years—growth in individualized instruction, open education, and in middle school organization.

Open Education. The movement away from the highly structured traditional classroom was accelerated during the biennium. An increasingly popular teaching strategy was open education, which encourages an atmosphere for learning that provides children an opportunity to set their own goals, pursue their own inquiries, and become self-directed in the learning process. With emphasis upon highly individualized instruction, the teacher facilitates learning rather than directing it. A strategy which emphasizes learning more than teaching, open education may be used in any type of classroom facility.

Individualized Instruction. Of the 37 school programs in the State's network of Demonstration Schools in Individualized Instruction, 24 were in elementary schools. Efforts were being made in each of these schools to gear instruction to the individual child's needs and ability. To encourage individualization,

many of the schools used team teaching in which two or more teachers, bound by common instructional goals, together planned for and worked with a group of pupils. Some of these teams included teacher aides, a move toward differentiated staffing. Some grouped children according to educational need, not chronology age. Many of these schools were nongraded. Larger blocks of time, two or three years ordinarily, had replaced the traditional grade structure, allowing each child to move through these blocks at his own pace, determined by his individual learning rate, aptitude, maturity level, needs, and interests.

Printed materials on team teaching and differentiated staffing were developed by the Agency to assist schools. The staff also produced a set of slides describing individualized instruction and depicting activities in some of the schools in the demonstration network.

Middle Schools. One of the most significant developments in education is the emerging middle school. Designs in organizational patterns vary; however, middle schools including grades 5-8, 6-8, or 7-8 seemed to be the most popular. A conference in Fort Worth, sponsored by the Texas Council on Middle Schools, the Texas Education Agency, and the Region XI Education Service Center, considered staff development, administrative procedures, certification, accreditation, staff placement and selection, and community awareness. Further leadership efforts of the Agency included compiling and disseminating current information and research among the middle schools of the State.

English Programs Stress Inservice

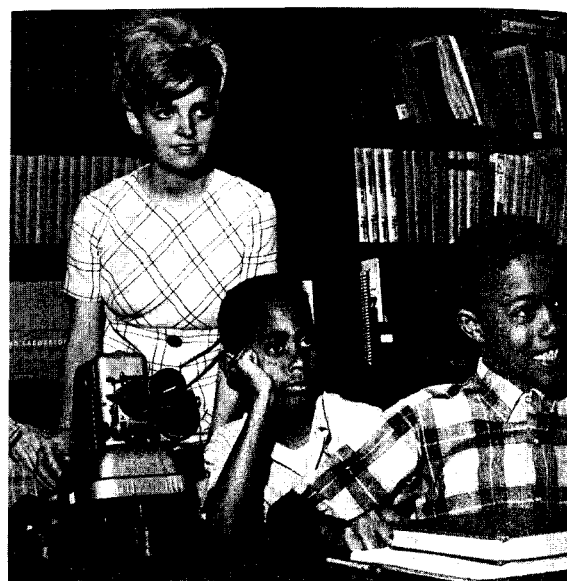
Instruction in the English language arts is designed to help each child develop the ability to communicate with others and to share in the heritage mankind has preserved in printed materials. Included in the program in both the elementary and secondary years are English and reading with speech and journalism offered in the upper grades.

Major attention was directed during the biennium to developing programs to assist all boys and girls to read to the limit of their abilities, an emphasis consistent with the National and State Right-to-Read effort. Under Agency leadership, workshops to help teachers diagnose where their pupils are in reading and plan instruction appropriately were conducted across the State. In addition, work was begun on a guide for the teaching of reading in secondary schools. Some 10,000 teachers participated in inservice courses conducted by Agency staff.

Other courses in English language arts were also strengthened. One program was developed to assist teachers of speech and rhetoric to redirect instruction toward helping pupils build effective personal communication as well as public speaking ability.

Inservice courses for teachers were also produced for such innovations as individualizing instruction in language arts; using films, tapes, and other media in the teaching of literature and composition; and helping children to become "visually literate" so they can translate the sights and sounds of their world into rich educational experiences.

Teachers in bilingual and multicultural programs also participated in Agency-developed



workshops which provided information about language and dialect as well as cultural patterns.

Additional inservice courses assisted teachers in developing skills in locating folklore of a particular geographic region and using that as a basis for instruction in composition and literature.

Publications to assist in improving English language arts instruction were also developed under Agency leadership. A small group of outstanding journalism teachers assisted in the production of a packet of suggested journalism units. The staff also produced a publication containing guidelines, teaching units, and resources for the English class component of cooperative vocational academic education programs, which are designed for students who cannot succeed in regular programs.

Integrating the Language Arts, a series of articles on effective ways to teach language and literature at the elementary level, was distributed to school districts.

In both years of the biennium, the Agency cosponsored a Statewide film festival, which included a workshop for students and teachers and a contest for student-made films.

Social Studies Curriculum Upgraded

The purpose of the social studies program is to provide learning experiences for all children and youth that will lead to development of knowledge, understandings, skills, attitudes, and behavior essential for full realization of self and for effective human relationships in a democratic society.

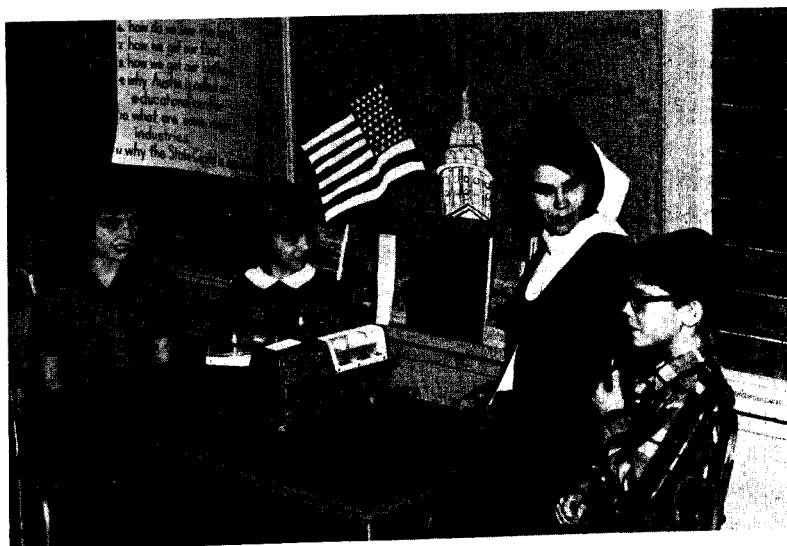
During the biennium, Agency operations focused on continued upgrading of the instruction and content of the new social studies program begun in the late Sixties. Major emphasis was upon implementing a framework for the total social studies curriculum, kindergarten through the twelfth grade.

In the elementary years, social studies content is focused upon "Man and His World," with emphasis upon citizenship, geography, and history; in grade 7, Texas history and geography; and in grade 8, American history and citizenship. American history and government and either world history or geography are required courses in grades 9-12. Elective courses offered in high school include advanced Texas history; studies in American, American Indian, Mexican American, Negro American, Latin American, European, Asian, and African culture; advanced social science problems; anthropology; economics; philosophy; psychology; and sociology.

New elementary social studies textbook programs were adopted for grades 1-6 to assist schools in implementing the new curriculum design. To ensure that information to be studied is cumulative, significant, and transferable, content in the new textbook programs has been organized within the framework of the basic concepts or ideas drawn from the social science disciplines, including economics, history, geography, political science, anthropology, and sociology.

Personal contact of Agency personnel with teachers through workshops, conferences, and consultative visits to schools has brought about considerable changes in both method and content. In addition, a workshop was held for teachers of an elective course, Negro American Studies.

The Agency conducted other major workshops for social studies supervisors in local school districts and in education service centers to enable them to assist teachers in improving their verbal communication in the classroom and in analyzing curriculum materials. Additionally, materials for elementary and secondary teachers in social studies instruction were developed and disseminated to schools upon request.



New Mathematics Program Approved

Two years study of and work on the Texas mathematics curriculum culminated in September 1972 when the State Board of Education approved a revised program for all pupils, grades K-12.

Developed by a curriculum writing committee of mathematics teachers and specialists from public schools, colleges and universities, and the Texas Education Agency, the new program was tested in approximately 100 school districts in all sections of the State. It was also presented to school superintendents, mathematics supervisors, and teachers during a series of conferences held at each of Texas' 20 regional education service centers during the spring of 1972.

The broad program provides for offerings to meet the educational needs of pupils of all levels of ability and interests:

- the collegebound who will enter engineering, mathematics, and technology;
- the collegebound who will not enter technical fields;
- the student who will enter employment upon graduation;
- the student whose continuing education or retraining will not require technical skills; and
- the potential consumer.

The program is developed so that learner objectives show precisely what a pupil should know before going on to the next step. Each pupil will then be measured in terms of his own progress rather than against national norms.

The program permits greater flexibility of course choice. The student, with counseling, is allowed to select from several courses those he wishes to take to fulfill graduation requirements. The wide selection of courses some offering one unit of credit; some, one-

half unit, and some one-quarter unit—also provides flexibility in planning and organizing the school program.

The revised list of approved courses for grades 7 through 12 covers a considerable range of topics from fundamentals of mathematics through algebra, trigonometry, and analytic geometry, probability and statistics, mathematics of consumer economics, computer mathematics, and calculus with analytic geometry.

Publications developed during the biennium include *Mathematics K-12*, *Planning Mathematics Programs K-12*, *Individualized Instruction: The Focus of Concern*, and *Texas Activity Mathematics Package* (Revised).



Science Materials Relate Classroom To Lives of Pupils

Making science relevant to both the world of work and pupils' personal lives was the major goal of Agency activities during the biennium. The trend was toward providing instructional materials, kindergarten through the twelfth grade, which involve pupils in science activities.

Approximately 10,000 elementary teachers participated in workshops where they learned to teach science through the use of the same processes used by scientists in their investigations. This training program was carried out through education service centers, teacher education institutions, and local schools.

Three publications were developed to help schools set up desirable laboratory facilities and to assist teachers in using them. Bulletin 718, *Planning a Safe and Effective Learning Environment for Science*, describes elementary, middle school, and high school science facilities and gives suggestions for laboratory activities. *Life Science: An Activity Schedule*, Bulletin 723, is designed to help teachers conduct a laboratory-oriented course aimed at building a mature understanding of plants and animals in relationship to their environment. Bulletin 725, *Physical Science Resource Guide*, outlines student laboratory investigations of physical phenomena. During the biennium, some 400 teachers of life and physical science participated in workshops using the guides.



The Agency, in cooperation with personnel from teacher education institutions and classroom teachers, began work on redesigning the physics and chemistry curriculums and began development of a new framework for science, kindergarten through the twelfth grade.

Emphasis was also placed upon conservation and environmental education. Developed in cooperation with the Texas Advisory Committee on Conservation Education, a publication, *Environmental Education: A Guide to Teaching Conservation in Texas*, Bulletin 709, deals with soil, air, water, forest, wildlife, range, and mineral resources of Texas.

In addition, the State Board of Education approved four one-unit courses in environmental science, which are prerequisites for environmental science occupations offered through vocational education. The courses may focus on health science, ecological systems, conservation of natural resources, or energy systems. Science teachers from 13 pilot schools have been trained to teach the health science focus, which includes basic study of water and waste water treatment. The course is offered to eleventh and twelfth grade pupils who wish to prepare for careers in water quality control.

Health Curriculum Keeps Pace

Two major emphases during the biennium were reconstruction of the school health curriculum to keep pace with the breakthroughs of science and medicine and the daily living habits of individuals, and improved preparation of health teachers.

A 1971 publication, the *Elementary School Health Education Curriculum Guide*, Bulletin 715, provides continuity with a secondary guide previously published.

In an upgrading of teacher preparation, 10 colleges and universities were approved to offer a 24-semester-hour health education major for secondary teachers of health.

The Agency cooperated with the Texas Division of the American Cancer Society in the development of an inservice training film, *Learning to Live*. In addition, visuals on health instruction for kindergarten through sixth grade were distributed to each education service center.

Physical Education and Recreation

The Agency worked closely with the President's and the Governor's Councils on Physical Fitness and Sports in selecting 15 campuses in 8 districts as demonstration schools for physical fitness:

- . Alief (Houston area)
- . Brenham
- . Gladewater
- . North East (San Antonio)
- . Plainview
- . Port Arthur
- . Refugio
- . Spearman

In continued cooperation with the Governor's Advisory Council on Lifetime Sports and with service centers, the staff assisted in clinics to train more than 800 teachers in

methods of teaching archery, badminton, bowling, golf, and tennis to large groups of students in regular physical education classes.

The final three in a series of publications providing leadership in setting up balanced physical education programs for kindergarten through sixth grade were completed and distributed:

Physical Education in the Elementary School, Fourth Grade, Bulletin 706

Physical Education in the Elementary School, Fifth Grade, Bulletin 707

Physical Education in the Elementary School, Sixth Grade, Bulletin 708

Key leaders from each education service center region attended Agency-sponsored workshops in health, elementary physical education, and lifetime sports. Participants will conduct similar workshops for teachers in their own regions.

Brochures explaining the health, physical education, and lifetime sports programs to administrators and laymen were published and distributed.



Electives Allow Individual Interests

Among the 16 units the State requires for high school graduation are six and one-half elective credits, which allow students to pursue studies according to their interests and abilities. Some courses are in the required fields—English language arts, social studies, mathematics, science, health, and physical education; others are in foreign languages, fine arts, industrial arts, business education, vocational education, general homemaking, general agriculture, and driver education.

To keep the Texas curriculum in line with changing pupil and community needs, accreditation standards encourage experimentation and improvement of course offerings. Schools offering experimental programs report to the Agency what the program is expected to accomplish, how the district proposes to evaluate it, and, finally, what the results are.

New concerns and emphases led to State Board of Education approval of several new electives during the biennium. Those added to the List of Approved Courses, Grades 7-12 during the biennium include Aerospace-Aviation I-IV; child development; consumer

education; construction technology; manufacturing technology; and environmental science.

HIGH SCHOOL ENROLLMENT 1971-72 IN ELECTIVE SUBJECT AREAS

English Language Arts (In addition to 3 years of English required by accreditation standards)	285,178
Social Studies (In addition to 2 years required)	89,130
Mathematics (In addition to 2 years required)	144,235
Science (In addition to 2 years required)	92,021
Health, Physical Education (In addition to 1½ years of physical education and ½ year of health required)	48,968
Foreign Languages (grades 7-12)	214,347
Fine Arts	527,892
Industrial Arts	186,345
Business Education	309,076
Vocational Education	682,125
General Homemaking	23,551
General Agriculture	411
Driver Education	145,000

Business Education Aims Threefold

Business education serves three purposes:

- It develops skills and understandings useful in personal life.
- It offers relatively complete preparation for each of several career areas.
- It provides prerequisite courses for those pupils who wish to enter vocational office education during the junior or senior year in high school.

During the biennium, two sets of audio-tapes for Shorthand I were completed. One set consists of 10 tapes; the other, of 20 tapes. Business education teachers will use these

tapes in providing extra dictation practice for pupils.

Work was begun on a series of visuals to be used with overhead projectors in bookkeeping classes. Accompanying printed materials will assist teachers to adapt these aids to various teaching methods and techniques.

To further strengthen business education, planning was started for reorganizing the curriculum, taking into account both individual goals and occupational objectives.

Spanish, French, German, Latin Head List of Second Languages

With current emphasis upon the importance of speaking more than one language, Texas schools offer pupils a range of foreign languages. Spanish, French, German, and Latin have the largest enrollments, with Czech, Russian, Italian, and Portuguese being offered in a few schools.

During the biennium, efforts in the foreign language program moved from emphasis on how to teach to greater attention to what to teach. In line with this transition, Agency activities focused on the development of supplementary classroom materials and in-service programs.

Materials. Visuals for use with overhead projectors in German and Latin grammar were completed, the last in a series of transparencies in the four major languages taught in Texas. An inservice program to show the use of the Latin visuals was begun.

Twenty-one short stories and a collection of poetry readings in Spanish were added to the Agency's library of foreign language tapes, which are duplicated free of charge for schools sending in blank tapes.

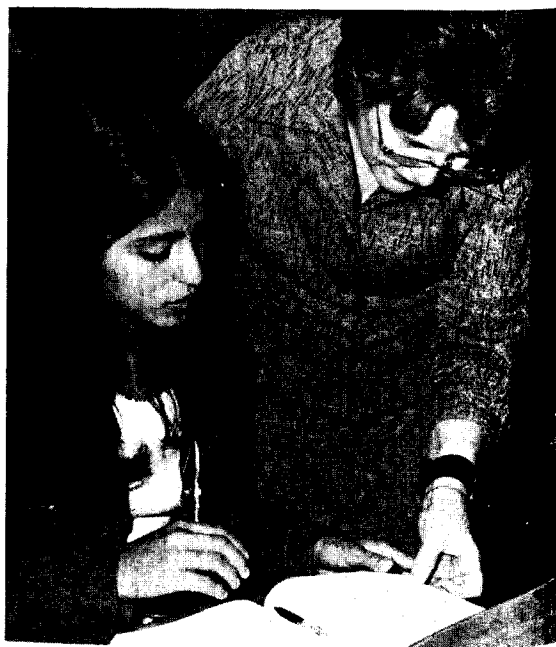
Inservice materials to help teachers of French, German, Latin, and Spanish strengthen instruction were also developed. The Agency trained 15 instructors from various parts of the State, and they in turn conducted a number of workshops to pilot test the materials. The Latin workshops were conducted in cooperation with The University of Texas at Austin and Texas Tech University.

Inservice Education. Ten workshops on teaching Spanish to Spanish speakers were held throughout the State to assist teachers in using the Agency publication *Español para alumnos hispanohablantes*, Bulletin 702.

The Agency sponsored annual conferences for public school foreign language supervisors and personnel from college programs preparing foreign language teachers. The purpose of the conferences was to establish common goals for instruction among foreign language programs in public schools and between programs in public schools and teacher education institutions.

Twenty conferences, cosponsored by the Agency and education service centers, were held to acquaint school administrators and counselors with the goals of the foreign language program and to show the desirability of making learning a foreign language available to all students.

A pilot project on individualizing foreign language instruction was planned in cooperation with the Austin Independent School District.



Fine Arts Seeks To Provide Pupil Creative Outlets

The arts, with their emphasis upon creativity, self-expression, and perception, are fundamental to the education of all children. Based upon this premise, the major goal of the arts program in Texas public schools is to provide opportunities for each pupil to develop these skills and understandings through art, music, drama, and dance—choreographed and improvised movement.

FINE ARTS ENROLLMENTS

	<u>1969-70</u>	<u>1971-72</u>
ART (7-12)	148,261	163,372
ART (1-6)	170,776	200,677
MUSIC (7-12)	313,965	346,915
MUSIC (1-6)	690,801	730,950
DRAMA (7-12)	10,980	17,605
TOTAL	1,334,783	1,459,519

Fine Arts Advisory Project. A 16-member advisory group, representing the fine arts disciplines in public schools and colleges and universities, and Texas Education Agency staff began an in-depth study of the Texas public school fine arts programs to determine



strengths and weaknesses. Specifically, the study is designed to:

- Disseminate information concerning new and successful programs and strengthen and revise problem areas;
- Formulate a structure for coordinating programs of allied arts, which include the study of the arts as they relate to one another, and the humanities;
- Determine techniques and opportunities for greater use of the fine arts as support for other programs and subject areas such as career education, bilingual education, programs stressing the confluence of Texan cultures, special education, and adult education; and
- Develop a new fine arts framework.

Developmental Activities. Twenty-six workshops were conducted to acquaint educators with the proposed revision in applied music individual study. Other workshops and in-service programs included 17 in art, 22 in creative dramatics and secondary theatre, and 25 in music.

Materials were developed for Negro art, music, and theatre.

Work was started on *A Handbook for the Development of the Band Program* and an accompanying bibliography.

Industrial Arts Give Students Opportunity To 'Explore' Careers

Industrial arts courses in the secondary curriculum are designed to help students live effectively in an industrial and technological culture, to provide exploration in industrial careers, and to provide opportunities for students to develop avocational interests.

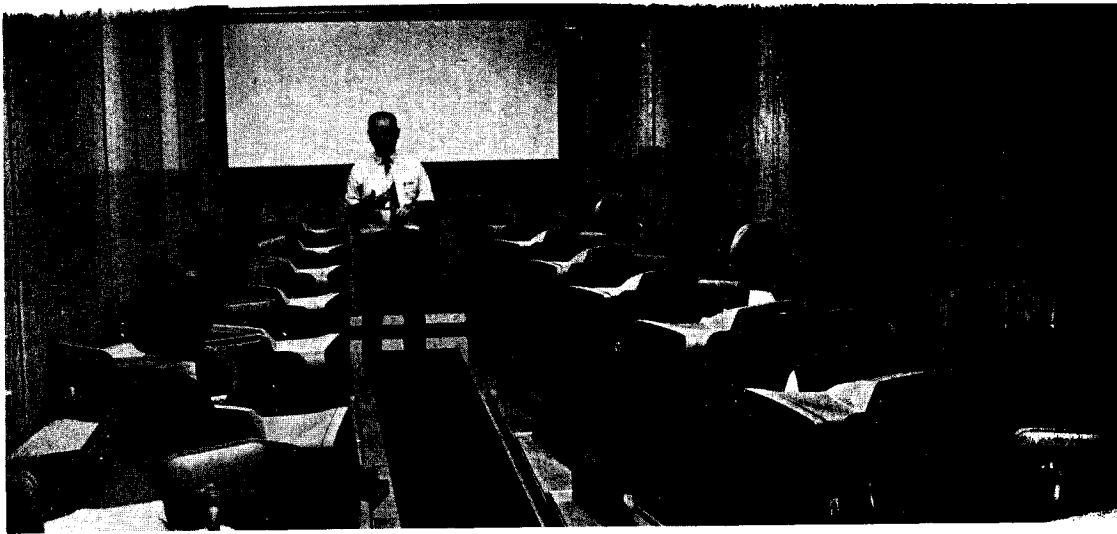
The Texas Industrial Arts Curriculum Study, begun in 1969, was at the half-way mark by the end of the biennium. Sponsored by the Agency and the Texas Industrial Arts Association, the study received substantial financial assistance from a Texas-based foundation. It is expected to result in updating and improving the present curriculum. This is being accomplished by some 60 participants representing diverse fields, such as education, labor, and industry. The group is seeking new directions for industrial arts for this decade and beyond.

Advisory Commission Named
A 21-member Texas Industrial Arts Advisory Commission was appointed in 1971 by the Commissioner of Education to help define the role of industrial arts education, to develop recommendations, to improve communications between education and the industrial world, and to encourage cooperative planning. The commission represents government education, labor, business, and industry.

In 1971-72, industrial arts courses were taught on about 1,000 school campuses in Texas. Continued growth in enrollment has been shown in the 38 different industrial arts courses within nine broad areas.

INCREASE IN ENROLLMENT SINCE LAST BIENNIUM

	1969-70	1971-72
Crafts	12,079	17,498
Drafting	45,855	45,979
Electricity - Electronics	5,589	6,250
Graphic Arts	2,398	3,655
General Shop	39,760	39,829
Materials and Processes	94	1,625
Metal Working	15,056	16,582
Power Mechanics	4,159	5,907
Woodworking	41,623	43,078
Other	2,580	3,057
Total	169,193	186,345



Media Use Improves Driver Education

Renewed emphasis was given driver education during the biennium as the Agency worked closely with the Governor's Traffic Safety Committee and coordinated State support for and direction of driver education programs in Texas schools.

During 1970-71, some 143,000 students, representing 63 percent of those eligible, received driver education instruction; the number was expected to exceed 145,000 in 1971-72.

A two-year evaluation of the State's driver education program authorized by the State Board of Education and conducted by the Texas Transportation Institute indicated that the three-phase driver education programs which use classroom instruction, in-car instruction, and driving simulators are superior to the two-phase programs without the simulators.

A multi-media film series, which included five programmed lessons specifically designed for Texas, was developed.

The Agency awarded grants authorized under the Texas Traffic Safety Fund to two universities, bringing to 11 the number of institutions in the State capable of preparing teachers in the multi-phase concept of driver

education. To help schools meet the demand for driver education personnel, 271 driver education supervising teachers and 103 para-professionals, or driver education teaching assistants, were trained by these institutions.

Grants also were given to 13 education service centers to purchase driving simulators. With the simulators and multi-media units previously purchased, all 20 service centers are participating in the State's driver education program.

The *Curriculum Guide for Driver Education*, Bulletin 704, was revised and updated.

Safety Education

A plan for improving school accident reporting across the State and a curriculum guide, *Safety Education in the Elementary School*, incorporating safety education into all areas of school curricular and extra-curricular activities, were developed.

The accident reporting system and the curriculum guide were pilot tested in 300 elementary schools across the State during 1971-72. Revisions of the guide were made in preparation for publication and Statewide distribution.

Crime Prevention, Drug Education Plan Implemented

Promoting widespread awareness of the Agency program for crime prevention and drug education and the transition from planning to implementation were major goals during the biennium. Inservice sessions to acquaint Agency, education service center, and local school personnel with the program were held.

A communication network was set up to link local communities and their schools to the 20 service centers and the Agency. A trained drug education coordinator assigned to each service center worked with the schools in the region to help them develop programs that met the needs of their particular students.

The first year of the biennium was spent in developing local drug education programs. The accompanying chart contains results of an Agency survey of schools taken during the summer of 1971.

Districts having a plan for drug education.....	70%
Districts attending education service center training laboratories.....	78%
Districts surveying students to determine extent of drug usage.....	51%
Districts holding awareness sessions for students.....	56%
School personnel participating in awareness sessions.....	25%
Districts developing or having completed a drug curriculum.....	74%
Districts using community people as resources.....	52%

During the summer of 1971, month-long institutes were held at Houston, Midland, and McAllen. Two hundred forty persons from

throughout the State, representing education, law enforcement, and health professions, were trained to conduct a variety of educational experiences within the community to effect changes in drug abuse and crime. Evaluation of the institute and its February 1972 follow-up meeting in San Antonio indicated that these efforts were successful.

As school districts piloted drug education programs in the 1971-72 school year, they began plans for incorporating crime prevention into existing curriculum areas. Guidelines to help schools plan staff development, extra-curricular and curricular experiences, and community involvement were developed by the Agency and disseminated through education service centers. A publication, *The Legal Aspects of Drug Abuse and Juvenile Delinquency for the Texas Public Schools*, was also developed and distributed to all school campuses.

The Agency cooperated with the State Program on Drug Abuse in its efforts to coordinate activities of various State agencies. A major project was joint sponsorship with the State Program and the Department of Mental Health and Mental Retardation of a series of three demonstrations of a workshop, the Social Seminar, which provides drug abuse education for adults.

Secondary Vocational Programs Follow State Economic Pattern

Vocational education is dedicated to preparing students for satisfactory employment in an increasingly industrialized, technological society. As the Texas economy has changed over the years, so have the kinds and numbers of occupational programs available to secondary students in the State.

Currently occupational education in public schools is designed to meet the needs of three groups of students:

- Students in grades 9-12 who are mentally and physically typical within acceptable norms;
- Students in grades 7-12 who are educationally disadvantaged; and
- Students in grades 7-12 who have mental or physical disabilities.

Secondary occupational programs are offered in agriculture, distributive education, health

occupations, homemaking, industrial education, office education, and technical education.

Coordinated vocational-academic education is available for educationally disadvantaged students and vocational education for handicapped students meets the special needs of this group.

There has been growth in all three broad programs during the biennium:

<u>Enrollment</u>	<u>1970-71</u>	<u>1971-72</u>
Secondary Programs	287,307	310,398
Disadvantaged Programs	16,779	18,551
Handicapped Programs	7,740	8,660

In a continuing effort to improve programs of occupational education, the Texas Education Agency provides consultant and supervisory services to assist schools and colleges and universities in planning, organizing, and developing programs, in developing curriculum materials, and in offering workshops and other inservice activities to improve teacher competencies and to keep them abreast of advances in agriculture, business, industry, and medicine.

Programs have also been strengthened through supervisory and administrative personnel made available to schools under legislation passed by the Sixty-first Legislature. Responsibilities of supervisors and administrators include working with business and industry, and with in-school and out-of-school youth and adults, the school administration, and parents to maintain, improve, and expand vocational offerings, services, and activities. In 1970-71, there were 97 secondary vocational assistant administrators and supervisors. In 1971-72, there were 151.



Agricultural Lab Studies Emphasized



The secondary program of vocational agriculture is directed toward preparing students for gainful employment in production agriculture and agri-business occupations. Emphasis continues to be placed on updating the curriculum to meet the needs of those anticipating employment in all types of agricultural occupations.

The traditional production agriculture curriculum has been modified in light of a changing economy and two types of agricultural related training programs have been added: the new cooperative part-time training program, which coordinates classroom instruction with on-the-job training, and the pre-employment laboratory training program, which combines classroom and on-campus laboratory instruction. Both have enjoyed steady growth since their inception. Two hundred seventy schools now offer cooperative part-time training with an enrollment of 2,988 students, while the pre-employment laboratory programs are in 122 schools with an enrollment of 1,414.

Laboratory programs are designed to prepare high school students for gainful employment in animal science (feedlot employment), agricultural supplies/services (agricultural chemicals and fertilizers), agricultural mechanics (farm power and machinery), agricultural

products (meat processing), forestry (forest products harvesting), ornamental horticulture, and agricultural resources.

Membership in the Future Farmers of America youth organization is open to students enrolled in all vocational agriculture classes. In 1971-72, membership was in excess of 52,000.

Vocational Agriculture Education		
	1970-71	1971-72
Students Enrolled		
Agri-business Occupations	3,578	4,402
Production Agriculture	50,800	51,158
Teacher Units Allocated		
	1,207	1,253

Distributive Education Expanding

The retail, wholesale, and service businesses are the occupations served by vocational distributive education. The number of Texans employed in these occupations has grown steadily during the biennium. As of April 1972, the Texas Employment Commission reported that the retail and wholesale occupations provided employment for 913,000 people, an increase of 21,000 since 1970.

The number of high school teacher units in distributive education, where preparation for distribution and marketing careers is available, has also steadily increased. In the 1969-70 school year, there were 386 units; by 1971-72 the number of units had increased to 511.

Expansion of distributive training was found both in large suburban and metropolitan schools where multiple units were added and in rural high schools where training for the major distributive employment field was made available for the first time.

The availability of pre-employment on-campus laboratory training in distributive education continued to make programs possible in many small high schools where the number of approvable training stations was limited. Work continued on refinement of the special curriculum for the pre-employment program.

The activities of the Texas Association of the Distributive Education Clubs of America (DECA) continued to parallel the growth of local units. In addition to the annual State conference and six area conferences, special local chapter officer leadership laboratories were conducted in each of the six areas. A Texas student was elected as the 1971-72 national president of DECA.

Distributive Education		
	1970-71	1971-72
Students Enrolled	15,090	17,411
Teacher Units Allocated	447	511



Health Occupations Utilize Class, On-the-Job Training

Health occupations cooperative training (HOCT) combines classroom instruction with supervised on-the-job training to prepare students in a range of occupations supportive to health professionals. Through these programs students are being trained as

- Dental assistants
- Nurse aides
- Doctor's laboratory assistants
- Physical therapy assistants
- Radiologic technician assistants
- Pharmacist assistants

The primary program objective is to assist high school students to acquire those skills basic to entering employment in a health program. This necessarily involves orientation to the health care system and exploration of the more than 200 different health careers. As most health careers require post-high school preparation for certification, encouraging students' interest in study toward technician or professional positions is also essential.

The majority of HOCT programs are situated in metropolitan areas where suitable health training stations are available in numbers. In 1971-72, a new pattern of cooperative training was initiated in which students spend the first year in the program in classroom instruction and the second year in on-the-job training. This pattern requires fewer training stations per teacher unit and allows programs to be established in smaller communities. Sixteen programs followed this pattern in 1971-72.

All HOCT students may participate in youth leadership activities. In 1971-72, 45 units had chapters of Vocational Industrial Clubs of America. In the spring of 1972, health occupations students adopted bylaws, elected officers, and established a separate youth organization, which will begin operation in the 1972-73 school year.

Health Occupations Education		
	1970-71	1971-72
Students Enrolled	925	1,329
Teacher Units Allocated	42	54



Homemaking Meets Needs Of Families, Jobs



Homemaking education programs enrich the quality of family life by preparing youth for the occupation of homemaking and for employment in occupations outside the home. Instruction develops the abilities and understandings needed for being effective homemakers and employable persons.

The subject matter areas basic to homemaking education are human development and the family, including child development and family living; home management; consumer education, including family economics; clothing and textiles; food and nutrition; and housing. During the biennium, curriculum materials in each of the subject areas were developed to meet changing conditions and needs of individuals preparing for homemaking.

Preparation for gainful employment is provided through home economics cooperative education and home economics pre-employment laboratory education. In the cooperative program students attend school one-half day and receive on-the-job training in an occupation suited to their needs and interests during the other half. The pre-employment training combines laboratory experiences at school with related classroom instruction. Among the new occupations added during the biennium for which training is available are consumer aide, fashion coordinator, fabric coordinator, physical fitness assistant, and arts and crafts aide.

In the 1970-72 Biennium, programs preparing students for gainful employment increased from 69 to 200. Curriculum guides, developed for the major occupations, contributed to program growth.

Future Homemakers of America (FHA) and Home Economics Related Occupations provided opportunities for members to develop leadership and responsibility in citizenship, family living, communication skills, careers, and future plans. In 1971-72, Texas had 1,660 chapters with 66,900 members.

Homemaking Education		
	<u>1970-71</u>	<u>1971-72</u>
Students Enrolled		
Homemaking Education	169,365	181,315
Gainful Employment	2,815	4,009
Teacher Units Allocated	2,215	2,319

Vocational Industrial Inservice Programs Update Teachers

Vocational industrial education programs provide secondary school students with an opportunity to develop the skills and secure the technical knowledge necessary for employment in any craft or skilled trade occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing, or repairing any product or commodity.

High school students may enroll in one of two basic types of vocational industrial education courses: industrial cooperative training (ICT) or pre-employment laboratory training. The ICT course offers on-the-job training in a large variety of industrial occupations while the pre-employment laboratory courses are taken on campus prior to employment in a skilled industrial occupation.

Special inservice programs for vocational industrial teachers were conducted during the 1970-72 Biennium. These inservice programs were specifically designed to update the technical skills and knowledge of the teachers involved.

Vocational industrial education programs in Texas experienced the largest growth ever during the biennium. Approximately 70 pro-



grams were added during the 1970-71 school year and another 118 during the 1971-72 school year.

New instructional materials for vocational industrial education have been helpful in improving the quality of programs during the biennium. These materials have been developed and disseminated through instructional materials centers at the University of Texas at Austin and Texas A&M University.

The Vocational Industrial Clubs of America (VICA), an integral part of the vocational industrial education program, provide opportunities for students to develop leadership abilities and desirable citizenship qualities. In 1970-71, Texas had 19,579 members in the VICA organization. This number grew to over 24,000 members during 1971-72.

Vocational Industrial Education		
	<u>1970-71</u>	<u>1971-72</u>
Students Enrolled	30,089	33,507
Teacher Units Allocated	992	1,110

Vocational Office Education Prepares Business Careers

Vocational office education programs prepare students for careers in business and office occupations by providing advanced business education training and supervised work experience. Cooperative and pre-employment laboratory programs offered in the senior year of high school and combination two-year programs are conducted.

Students receive their basic skill training in typewriting, shorthand, or bookkeeping in the regular business education programs. Those students who plan careers in an office occupation may then continue into the vocational programs. The cooperative programs include actual work experience in business offices while the pre-employment laboratory programs include simulated work experiences which are built into the in-school laboratory situations. Two-year programs combine pre-employment laboratory training in the junior year with on-the-job training offered through the cooperative program during the senior year.

In every case, programs of instruction are planned individually with the students in accordance with their occupational plans and the skill levels at which the students enter the program. Vocational programs build upon the skills, knowledge, and attitudes acquired in the basic business courses.

The vocational data processing and coordinated vocational-academic education programs in office occupations are also included.

The data processing program prepares students through two-year pre-employment labo-

ratory training for such occupations as computer operator, programmer trainee, and operator of equipment such as keypunch machines, collators, and sorters.

The office education component of the CVAE program is designed for students with special learning needs and prepares them for such jobs as operators of office duplicating equipment and warehouse and mailroom clerks.

The Office Education Association of Texas (OEA) is the youth organization for students enrolled in vocational office education programs. Through local chapters and a series of area, State, and national youth conferences, students have opportunities for competitive and leadership experiences which enrich the classroom instruction and provide motivation for outstanding skill achievements. Nearly 12,000 students participated in these activities in 1971-72.

Vocational Office Education		
	<u>1970-71</u>	<u>1971-72</u>
Students Enrolled	12,288	14,827
Teacher Units Allocated	385	481

Technical Education Includes Electronics, Data Processing

Vocational technical education is designed to prepare high school students for entrance into employment as technicians and provides instruction involving the application of science, mathematics, and technology.

Technical education programs are available

in industrial electronics technology and data processing occupations. The program in industrial electronics technology is administered by vocational industrial education, while data processing is administered by vocational office education.

Technical Education		
	<u>1970-71</u>	<u>1971-72</u>
Data Processing		
Students Enrolled	1,725	1,931
Teacher Units Allocated	38.0	47.5
Electronics		
Students Enrolled	632	509
Teacher Units Allocated	17.5	15.5

Work-Study Programs Employ Youth

Work-study programs provide part-time or full-time employment in public agencies, including public schools, for youth who need the earnings from employment to commence

or continue vocational training. Actual useful work is performed by these students for the money paid them.

Work-Study, Summer 1970-71	
Enrollment	521
Cost	
Local	76,106
Federal	<u>304,419</u>
Total	<u>\$380,525</u>

Work-Study, Summer 1971-72	
Enrollment	498
Cost	
Local	84,522
Federal	<u>338,108</u>
Total	<u>\$422,630</u>

Special Education Reaches 60 Percent of Eligible Pupils

When programs for handicapped children became a part of the public school curriculum in 1945, they reached only a small fraction of the boys and girls in the State who needed such services. Today approximately 60 percent of the children eligible for special education are being served. Much of the growth of the program has come during the 1970-72 Biennium.

Under legislation enacted by the Sixty-first Legislature, (Section 16.16, Texas Education Code, 1971), the way was opened for development of a new State Plan of Comprehensive Special Education, commonly called "Plan A." Although traditional categorical terms such as "visually handicapped" or "minimally brain injured" are still used for legal entry into special education, the comprehensiveness of the plan creates and supports flexibility in planning educational experiences to meet the needs of individual pupils.

During the biennium, comprehensive special education has been implemented in 29 school districts or cooperatives across the State. Through the implementation of these programs and the expansion in services now possible, special education services have been extended to more than 20,000 additional handicapped children.

The State Board of Education has established as its goal the provision of comprehensive special education for all handicapped children ages 3 through 21 by September 1976. Until September 1976 local school districts

have the choice of operating under two different funding arrangements. Comprehensive special education provides resources to local school districts on a "broad base" formula, rather than on the basis of a specific number of identified handicapped pupils as under Plan B, the traditional program.

Expanded opportunities to school districts with the new funding include provisions for:

- Early childhood education programs for exceptional children of ages three through five years;
- Expanded services for emotionally disturbed students;
- Special education services for children who have language and/or learning disabilities;
- Special education services for pregnant students;
- New supportive professional and paraprofessional personnel to serve in special education programs;
- Appraisal, instructional materials (including a Statewide network of special education instructional materials centers), consultant services, and contractual agreements with nonpublic schools;
- Certification of new special education personnel;
- Movement of public school programs from their current status to comprehensive special education services; and
- Expansion of county-wide day schools for the deaf.

Participation in Special Education Grows

Special Education	<u>1970-71</u>		<u>1971-72</u>	
	Teachers	Pupils	Teachers	Pupils
Visually Handicapped	55	501	52	590
Orthopedically Handicapped and Other Health Impaired	320 1/6	2,138	387 1/3	2,949
Minimally Brain-Injured	896	9,255	1134	11,970
Auditorially Handicapped (School Age Deaf)	31 1/2	285	37	331
Auditorially Handicapped (Preschool Age Deaf)	38	562	24 1/2	169
Mentally Retarded - Educable	2992	37,402	3302	39,223
Mentally Retarded - Trainable	411 1/2	4,639	444	4,946
Physically Handicapped / Mentally Retarded	54	547	78 1/2	809
Speech Handicapped	909 1/2	70,502	1094	77,346
Pregnant Students	32 1/2	293	104 1/2	1,261
Emotionally Disturbed	158 1/2	1,325	318 1/2	3,600
Language and/or Learning Disability	162	5,256	713	13,984
Early Childhood for the Handicapped	65	380	157 1/2	1,493
Combination Units	138	1,104	==	==
County-wide Day School for Deaf	121	974	158	1,265
Totals	6384 2/3	135,163	8004 5/6	159,936

	<u>1970-71</u>	<u>1971-72</u>
Special Education Paraprofessionals	1075 1/2	1835
Special Education Supportive Professionals		
Supervisors	184 1/2	273
Visiting Teachers	17	10
Counselors	103 1/2	190
Educational Diagnosticians	67	144
School Psychologists	30	32
Associate School Psychologists	29 1/2	71
Special Education Services through Nonpublic Schools		
Contracted Students	2,238	2,635
School Districts Contracting	127	137
Approved Nonpublic Schools	40	82

Agency, Service Centers Team Up To Implement 'Plan A' Programs

During the biennium Agency efforts were directed toward assisting schools to implement comprehensive special education programs and services. Emphasis was placed upon those schools already operating or planning to operate Plan A programs.

Working in cooperation with the State's system of regional education service centers, Agency staff provided consultative services and planned and conducted workshops and other inservice activities.

Printed Materials

Administrators Guide and Handbook for Special Education, Bulletin 711, was published in March 1971 and distributed to all school districts, service centers, and teacher education institutions.

Comprehensive Special Education in Texas, a brief bulletin presenting an overview of what Plan A is and answering some of the most frequently asked questions about Plan A, was widely distributed in the spring of 1972. Designed for lay citizens, a brochure, "Facts about Plan A", was also distributed in the spring.

Regional Meetings

A series of meetings on Plan A was held in the spring and summer of 1972 for teachers and administrators from both special education and general education programs. The final meeting in the series was held in Dallas in August 1972 to disseminate information about Plan A to teachers in the general education program in a limited number of larger districts, representatives from professional organizations, and teacher education institutions. Approximately 875 educators participated in these meetings.

Personnel Development

In addition to ongoing special education teacher preparation programs, special pro-

grams to prepare professionals to work with handicapped children were provided through Federal funding. The Agency arranged for a series of short-term special study institutes and training programs.

Regional Center and Nonpublic School Services

Under appropriate conditions, services for the handicapped are also provided through education service centers and nonpublic schools.

By special funding arrangements, regional centers can provide pupil appraisal, instructional materials, and consultant services to school districts in their areas.

Public schools can contract with nonpublic schools for services for special education pupils which cannot be provided through the district. The State Board of Education approves nonpublic schools for contract purposes and the Agency makes on-site visits to evaluate and approve the programs.

Special Project

Project PRIME (Programmed Re-entry Into Mainstream Education) links the United States Office of Education, the Texas Education Agency, education service centers, and school districts in a cooperative long-range research evaluation effort. The primary aims of the project are to determine the extent to which handicapped children can succeed in mainstream education, to identify which handicapped children can best benefit from becoming a part of such education, and to pinpoint the conditions under which this integration of special education pupils is most successful. The findings thus gleaned by the Federal and State teams will hopefully lead to further knowledge and innovations in special education programs both in Texas and throughout the country.

Handicapped Student Vocational Programs Doubled in Biennium

Vocational education programs for the handicapped almost doubled during the biennium. In 1970-71, there were 116 programs in operation in such educational institutions as public schools, community colleges, and education service centers. In 1971-72, there were 205.

These programs are designed for students receiving the services of special education or possessing handicaps to such an extent that they cannot succeed in regular vocational education programs.

Vocational education for the handicapped has three objectives:

- To determine the student's occupational capabilities and interests;
- To assist the student to develop salable skills; and

- To provide job placement and follow-up to ensure occupational competence.

Occupations being taught for mentally retarded students are usually of the semi-skilled or single-skill variety; higher skill training is provided for the emotionally disturbed and physically handicapped.

The program is a cooperative endeavor involving the Texas Education Agency, the Texas Rehabilitation Commission; the Texas Department of Mental Health and Mental Retardation; the Commission for the Blind; and other agencies concerned with the education of the handicapped. Representatives from these State groups serve on a committee to approve proposals for piloting new and innovative programs to meet the vocational education needs of the handicapped. This committee assures that there is no duplication of effort or funds in meeting such needs.



Texas School for Blind Acquires New Facility For Multihandicapped

The most significant advancement at the Texas School for the Blind in education of the handicapped during the biennium was the establishment of a deaf-blind department.

Under provisions of Senate Bill 412 passed by the Sixty-second Legislature, which permitted transfer of the land and building of the Confederate Women's Home to a State agency, the State Board of Education was successful in acquiring the facilities for the Texas School for the Blind program serving Texas children who have defects in both sight and hearing. Scheduled to receive its first students in September 1972, this facility will house the only residential program of this type in the State.

The Texas School for the Blind served 260 students in 1970-71 and 265 in 1971-72. Even though this was an increase over previous years, a waiting list of some 40 students still existed at the close of the 1971-72 school year because there is a shortage of residential facilities. However, the 1970-72 Biennium saw progress toward the elimination of waiting lists as well as improvement of the physical plant with new construction and authorization for renovation. Most significant actions included:

- Completion in May 1972 of a new 35,000 square foot combination 16-classroom elementary and 16-bed infirmary building.
- Planning for and beginning construction of a new gymnasium and a new vocational-industrial arts building.
- Planning for and approval granted for

total renovation of the main building, six dormitories, and Cottage K, with some improvements to the superintendent's residence.

This biennium was also marked with important improvements and changes in the instructional program, including:

- Completion of a special Federally-funded project to research and develop instructional materials of value to blind students. Many commercial materials were studied and others were developed at the school. As a result of the project, the media center has been combined with the library and a comprehensive resource center housing many different kinds of instructional materials is being developed for the students.
- Increased funding of a State-supervised vocational educational program allowing for a broader program in vocational exploration and work experience.
- Broadening of the summer school program to include courses which can count toward high school graduation for visually handicapped secondary students from public school programs as well as regular secondary students from the Texas School for the Blind. This program involves approximately 70 students.
- Merging of multihandicapped programs with the regular elementary nongraded program, thus eliminating duplication and permitting more versatile placement according to individual ability of the students involved.

Texas School for Deaf Places Emphasis on Individual Needs

The Texas School for the Deaf has maintained an average enrollment of approximately 700 students throughout the biennium.

The most significant achievement during 1970-72 was a massive revision in the educational program, which eliminated the terminal classes formerly enrolling approximately two thirds of the student body. Now all students have been placed in programs designed both to suit their individual needs and to lead to high school diplomas. A career education curriculum has been initiated to prepare students better to take their place in society upon graduation.

Five Federal grants totaling \$377,876 were awarded to the Texas School for the Deaf during the 1970-72 Biennium to implement new educational programs and improve existing programs and facilities.

Vocational Education Grants

A career awareness curriculum for deaf children in the elementary grades is being developed under a vocational grant. If funds are available in 1972-74, a career exploration curriculum for junior high students and a career preparation curriculum for high school students will be developed.

Another grant increased opportunities for students who are not making normal progress in school to learn a trade. Under this project, training in ornamental horticulture, building maintenance, building trades, electronics assembly, or modified commercial arts was provided for approximately 50 students; originally only 28 students were enrolled.

A vocational research grant made it possible to follow up on former students of the school to determine their employment status.

Information from the study will be used in planning a more comprehensive vocational program for deaf children.

Funds from an adult basic education grant provided opportunities for adult deaf persons who have not completed high school to continue in an educational program on the School for the Deaf campus.

Instructional Media Grant

Funds for the Instructional Media Center supported an expansion of services and completion of a closed circuit television (CCTV) system on the south campus. Currently, each classroom and cottage has a television monitor, a total of 80. Among the instructional programs aired through this system are two produced at the school: "Today's Work," a five-minute daily program which develops language skills and builds vocabulary, and "Time for Signs," a 15-minute daily program for houseparents, teachers, and older students, which teaches the use of the expanded sign language. Through participation in the Southern Regional Media Center for the Deaf in Knoxville, Tennessee, the school receives programs made in other schools for the deaf and shares those produced in Austin. Approximately 300 preschool through high school students are also participating in computer assisted instruction in mathematics and language development.

State Provides Opportunities For Talented

The current trend in education is to individualize instruction within each classroom, elementary and secondary, to meet the needs of all pupils, of all ability levels. Pupils with a wide range of abilities can work together on some tasks, then regroup for activities appropriate for individual levels. During the biennium, the Texas Education Agency developed materials and inservice activities to assist teachers to individualize instruction.

Certain courses, however, provide opportunities for superior and talented youngsters. Advanced placement and higher-level courses in English language arts, social studies, science, foreign languages, and mathematics allow pupils especially adept in these areas to work beyond the usual high school level. In addition, various extracurricular activities allow talented students to pursue studies that especially interest them.

In the fine arts curriculum study, under way during the biennium with Agency leadership, special instructional plans were suggested for a variety of target groups of students with musical and other artistic talents. In the area of foreign languages, Agency staff assisted in the implementation of Spanish for Spanish speakers, an accelerated course in grades 7-12 for native speakers of Spanish developed during the 1968-70 Biennium. Some 7,600 students are now enrolled.

During the biennium, more than 200 middle school, junior high, and high school science students in Texas received special awards, ranging from science equipment to \$6,000 scholarships. For the twelfth year, summer institutes in science and mathematics, sponsored by the National Science Foundation at various Texas colleges and universities, involved about 200 students from the upper

five percent of the junior class in Texas high schools.

Developed and pilot tested during the biennium, a new mathematics curriculum offers a wide selection of courses to provide for individual interests and aptitudes. Computer mathematics provides students a tool for solving more complex problems formerly deleted from the mathematics curriculum. Independent study mathematics courses offer additional opportunities for talented students.

Talented Youth Seminars

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. Ten regionally located colleges sponsored programs during the 1970-72 Biennium.

Vocational Programs for the Talented

The youth leadership organizations, which are an integral part of vocational education, recognize their talented students through awards and scholarships on the local, area, and State levels. Of the 176,800 members, approximately 21,200 are recognized annually for their outstanding occupational competencies and leadership abilities. These awards include \$82,125 in college scholarships awarded annually to 130 students.

Recognition of special vocational talents and personal growth and development have been given students through cash awards and degrees indicating levels of achievement.

Educationally Disadvantaged Benefit From School Programs

Indicative of Texas' long-standing concern for providing public school education for all children and youth regardless of race or ethnic background, economic condition, place of residence, or handicapping condition are the programs for the educationally disadvantaged. Among these are the compensatory education programs and services funded under Title I, Elementary and Secondary Education Act.

Under this legislation Texas schools with large concentrations of children from families whose income was \$2,000 or less per year as reported on the 1960 Federal Census rolls receive special grants. To participate in the Title I program, Texas districts 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 public schools, institutions for neglected and delinquent children and institutions for handicapped children are also eligible to submit applications for Title I funds. These funds are used to provide programs and services especially designed to meet the needs of the educationally disadvantaged.

One thousand and forty three (1,043) local school districts participated in compensatory education programs during school year 1971-72, involving approximately 400,000 students and a total expenditure of ESEA, Title I funds in the amount of \$67,011,773.

Activities in compensatory programs vary widely. They range from instructional programs in English language arts, reading, mathematics and other areas to special counseling

with both parents and pupils to improve attendance, from enrichment activities in art and music to social services providing food and clothing, from medical screening to guidance for pupils.

From data on Title I compensatory programs, it appears that there is progress in meeting the needs of educationally disadvantaged pupils:

- An examination of reading test data from 1971-72 indicated that approximately 67 percent of all pupils in grades 2-8 compensatory programs showed gains of .5 per month of instruction and greater.
- There are fewer dropouts as programs in prevocational and vocational education keep educationally disadvantaged youth in school.

The professional development of staff in schools offering compensatory programs has consistently received top priority. Inservice activities for professional and paraprofessional personnel during the biennium included workshops, college courses, study groups, professional meetings, project visitation, and regional conferences. Texas Education Agency staff work closely with school districts in providing positive leadership to personnel involved in Title I programs.

Vocational Programs for the Educationally Disadvantaged

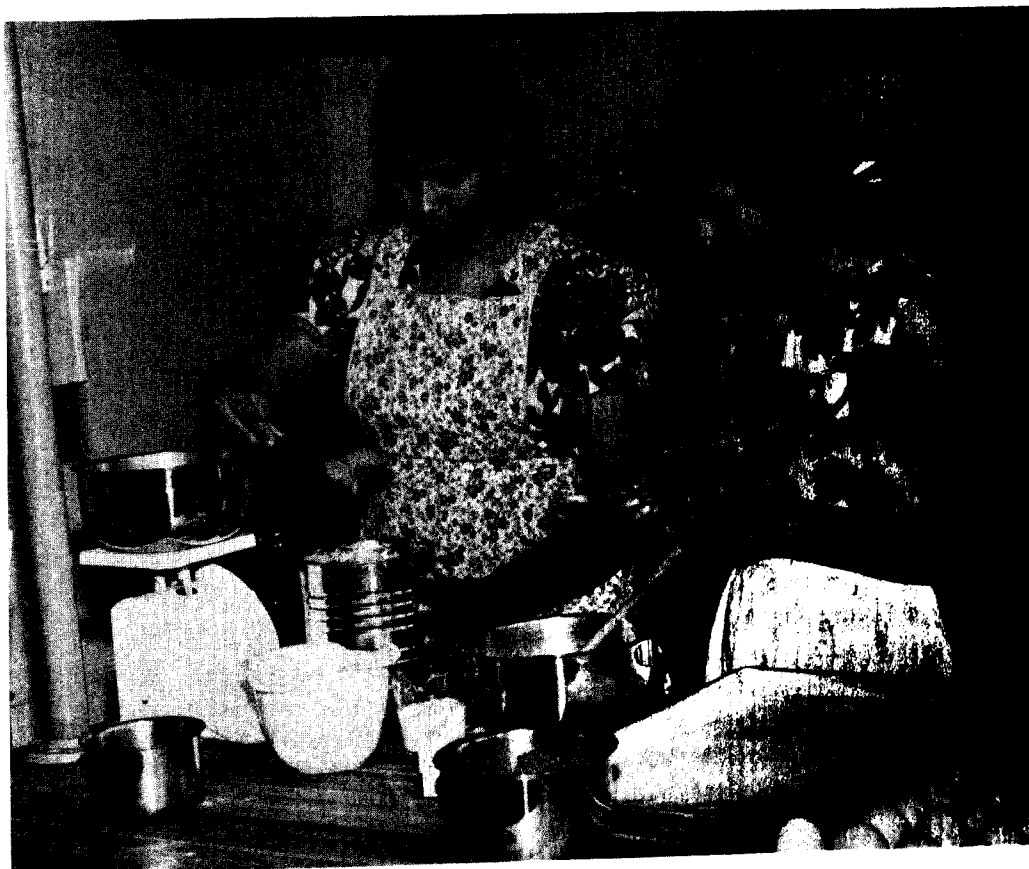
Coordinated vocational-academic education (CVAE) programs are designed for youth with special learning needs. Students in these programs are usually characterized by having previously had little success in school. They may be low or underachievers with limited ability in communication skills, irregular attendance patterns, and slight interest in school. They may have no personal goals or sense of purpose and little self-confidence.

Basic objectives of CVAE are to provide such students with a modified curriculum in both

vocational and academic subjects which will successfully prepare them to enter employment in jobs requiring only semi-skilled training or to enter the regular high school vocational education programs upon completion of the modified curriculum.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

	<u>1970-71</u>	<u>1971-72</u>
Student Enrollment	16,779	18,551
Teacher Units Allocated	529	641



Migrant Programs Stress Oral Language, Enrichment

Frequently isolated from the community and often able to attend school for limited periods only, children of migrant farm workers have special educational needs. Since 1963, Texas has supported programs designed to meet those needs.

From a six-month educational program which reached 3,000 migrant children in five South Texas districts, the Texas Child Migrant Program now provides specialized educational and health programs for some 45,000 migrant pupils in 95 school districts from the Rio Grande Valley to the North Plains. Nineteen of these districts offer a seven-month program while 76 districts have supplementary enrichment programs.

During the biennium, major emphasis has been upon oral language development and enrichment activities. Programs to increase

staff competence and to encourage involvement of parents in school planning are also important activities.

Begun as a State endeavor, the program, since the enactment of the Migrant Amendment to Title I, Elementary and Secondary Education Act, has been supported by a combination of Federal, State, and local funds.

Summer Programs for Pupils. Surprisingly, some migrant children are in Texas in the summer, many in an area other than their homebase school district. Programs are provided for these children too, including oral language development, mathematics, arts and crafts, recreational activities, and food services. In 1971, 8,655 pupils in 43 districts were involved in summer programs. In 1972, enrollment had increased to 9,155 pupils.

Annual Personnel Workshops Expanded

Annual Migrant Workshops. Growth of the Texas Child Migrant Program has necessitated expansion in the annual workshops provided for personnel in migrant schools. In the early years of the project, one workshop in the Valley area each fall was sufficient to meet the needs. By 1970, however, it was apparent that a second workshop was needed in the Lubbock area. In 1971 approximately 2,500 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, focus on the continuing needs of migrant pupils, including oral language development, reading, bilingual education, and individualized instruction.

Materials Services. Materials, including films and other audiovisuals, to strengthen instruction in the migrant schools are distributed through the State migrant media center, Region I Education Service Center in Edinburg. Further efforts to develop instructional materials have been carried on by the Southwest Educational Development Laboratory, which, under contract with the Texas Education Agency, is developing bilingual materials for the program for four-year-old children and other programs for bilingual migrant pupils.

Texas Migrant Demonstration Center. During the biennium, the Center in Central Elementary School, McAllen, completed its fourth year of research in areas to improve educational programs for migrant children.



Cooperative Endeavors. Since 1966 Texas teachers have followed migrant children during the summer in an interstate project. In 1972, 26 Texas teachers worked with personnel in the state departments of education in 20 states. These teachers visited labor camps, talked with parents, helped children and parents take advantage of the learning experiences offered them in the summer migrant schools, and helped teachers in these programs recognize and make provision for the needs of migratory children.

Junior and Senior High School Programs. Since the Texas Child Migrant Program was implemented in the State, there has been an increase in the number of migrant pupils enrolled in the upper grades. Currently, 32 of the 95 districts participating offer special programs for grades 8-12. Tutoring and supplementary language or vocational classes may be provided by schools for pupils in the upper grades if the districts wish to apply for funds.

Summer Institutes. Over the years the Texas Education Agency has placed emphasis upon developing the skills and competencies of those who work with migrant children. Since 1966 the Agency has contracted for special summer programs for these educators. In 1972 institutes were conducted in the following colleges and universities and education service centers:

- Pan American University
- Region XVII Education Service Center, Lubbock
- Region XX Education Service Center, San Antonio
- Sul Ross State University
- Texas A & I University
- Texas Southmost College
- University of Corpus Christi
- University of Texas at Austin

Approximately 1,850 teachers, aides, and administrators attended these institutes.

Texas is also cooperating with other states in the Record Transfer System for Migrants. Terminals at the Texas Education Agency and in four regional education service centers are connected with a computer center in Little Rock, Arkansas. Academic and health information is readily available to any school participating in the Child Migrant Program through the use of this data bank.

Regional Education Service Centers. Grants from the Agency to nine of the State's education service centers provide for consultants to work with the migrant program.

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

Bilingual Education: A Valuable Component

In Texas, a multilingual State, bilingual education is increasingly being recognized as an important component of the educational program. The primary goal of such education is to assist the pupil to learn more readily by using both the child's first language and English. Bilingual instruction helps the child to develop proficiency in two languages, a goal of special significance in Texas.

Although the initial surge of bilingual education in the State has focused upon Spanish and English, it is anticipated that in the future such programs will be developed for other ethnic and national groups as they are needed and desired.

Designed to meet the individual needs of each child, bilingual education includes the following components:

- **Use of first language.** Basic concepts initiating the child into the school environment are taught in the language he brings from home.
- **First language development.** The child's skills are developed in listening, speaking, reading, and writing in the language he already has.
- **Second language development.** Because the child already has skills in his first language, he learns a second one more readily.
- **Learning subject matter content.** Content areas critical to the intellectual

and emotional development of the child and his success in school are initially taught through the use of the child's first language. To provide the vocabulary and concepts needed for communication in English, content areas are also taught in the second language.

However, as the child is limited in his use of this language during the early stages of learning it, the ideas and concepts are necessarily few in number and instruction emphasizes listening and speaking. As the child's second language ability develops, more and more content is included and reading and writing are incorporated.

- **Development of positive identity with cultural heritage, self-assurance, and confidence.** The historical contributions and cultural characteristics identified with the people of both languages involved are an integral part of the program. In addition, the child has opportunities to participate and achieve, both contributing to his feeling about himself.

In June 1971, the Revised Statewide Design for Bilingual Education was approved by the State Board of Education. The Design provides a uniform basis for the development of bilingual activities.

At the end of the 1970-72 Biennium, 41 bilingual education projects, an increase of 11 over the previous two-year period, had been funded in Texas under Title VII, Elementary and Secondary Education Act.

Projects were located in the following districts:

- Abernathy
- Abilene
- Alice
- Alamo Heights (San Antonio)
- Bishop
- Brownsville
- Colorado City
- Corpus Christi
- Crystal City
- Dallas
- Del Valle
- Eagle Pass
- Edgewood (San Antonio)
- Edinburg Consolidated
- El Paso
- Fort Worth
- Galveston
- Houston
- Kingsville
- LaJoya
- Laredo
- Lubbock
- McAllen
- Orange Grove
- Pharr-San Juan-Alamo
- Point Isabel
- Rio Grande City
- Robstown
- San Angelo
- San Antonio
- San Diego
- San Felipe Del Rio Consolidated
- San Marcos-Harlandale (San Antonio)
- South San Antonio
- Southside (San Antonio)
- United Consolidated (Laredo)
- Weslaco
- Zapata

Participation in Bilingual Programs Funded Under Title VII, ESEA

Pupils	1970-71	1971-72
English speaking	2,744	3,582
Spanish speaking	<u>12,686</u>	<u>18,605</u>
TOTAL	15,430	22,187

Teachers	1970-71	1971-72
Bilingual	461	699
Monolingual	<u>141</u>	<u>218</u>
TOTAL	602	917

Teacher Aides	1970-71	1971-72
Bilingual	460	595
Monolingual	<u>23</u>	<u>34</u>
TOTAL	483	629

Projects were also located in the following regional education service centers:

Region I, Edinburg

Region XIII, Austin (2 projects)

Other bilingual education activities in Texas are to be found in programs for the educationally disadvantaged funded under Title I, Elementary and Secondary Education Act, in programs for migrant children funded under the Migrant Amendments to ESEA, and in other locally or State-supported programs in geographic areas where there are many Mexican American pupils.

In addition to the children enrolled in these bilingual programs, over 17,000 children in school viewed "Carrascolendas," the early childhood bilingual education television program produced by the Region XIII Education Service Center in Austin.

Demonstration Schools Network Stresses Individualized Programs

Over the years the Texas school curriculum has kept pace with changing educational needs and conditions. Staff members from the Texas Education Agency have provided consultation for numerous pilot and innovative programs and have developed printed materials and inservice activities to assist schools in updating curriculum.

Major emphasis during the biennium was placed upon development of a Statewide network of schools, each demonstrating an approach to individualized instruction, where teachers and administrators might observe programs in operation. Established through the cooperative endeavors of a number of Texas' educational institutions, the network of Demonstration Schools in Individualized Instruction (DSII) officially got under way in February 1972. The 35 Texas schools which opened their doors to visitors had a total of more than 1,500 observers during their first four months.

Selected by a committee composed of representatives of Texas schools, education service centers, teacher education institutions, and the Texas Education Agency, the 1972 network schools have programs for every age group, from preschool through adults. They represent a spectrum of approaches, facilities, subject areas, and materials. There are offerings for the gifted as well as the child with learning difficulties. All of the programs share a concern for reaching each individual pupil and all are seeking ways to individualize instruction.

At each school visitors have been able to observe classroom instruction. They have also conferred with teachers and administrators and have received printed materials as well as advice. Efforts to provide follow up assistance to visitors interested in instituting individualized instruction in their own schools are being arranged and some are already in action.

The State Advisory Council for Supplementary Centers and Services (Title III, Elementary and Secondary Education Act), composed of educators and lay citizens, also serves as the advisory group for the demonstration school project.



Mini-grants Fund New Ideas

A portion of the Texas allocation under Title III, Elementary and Secondary Education Act, which is designed to support supplementary centers and services and innovative programs, has been used during the biennium to initiate some 43 small projects in areas such as services for handicapped students, community involvement, environmental education, drug education, guidance and counseling, multicultural education, and

projects designed to encourage the spread of new ideas.

One of these "mini-grants" was allocated to the Tyler Independent School District for special follow up activities for the DSII project. Information from this project should be useful in strengthening additional efforts to encourage adoption of innovative and successful programs.

Innovative Programs

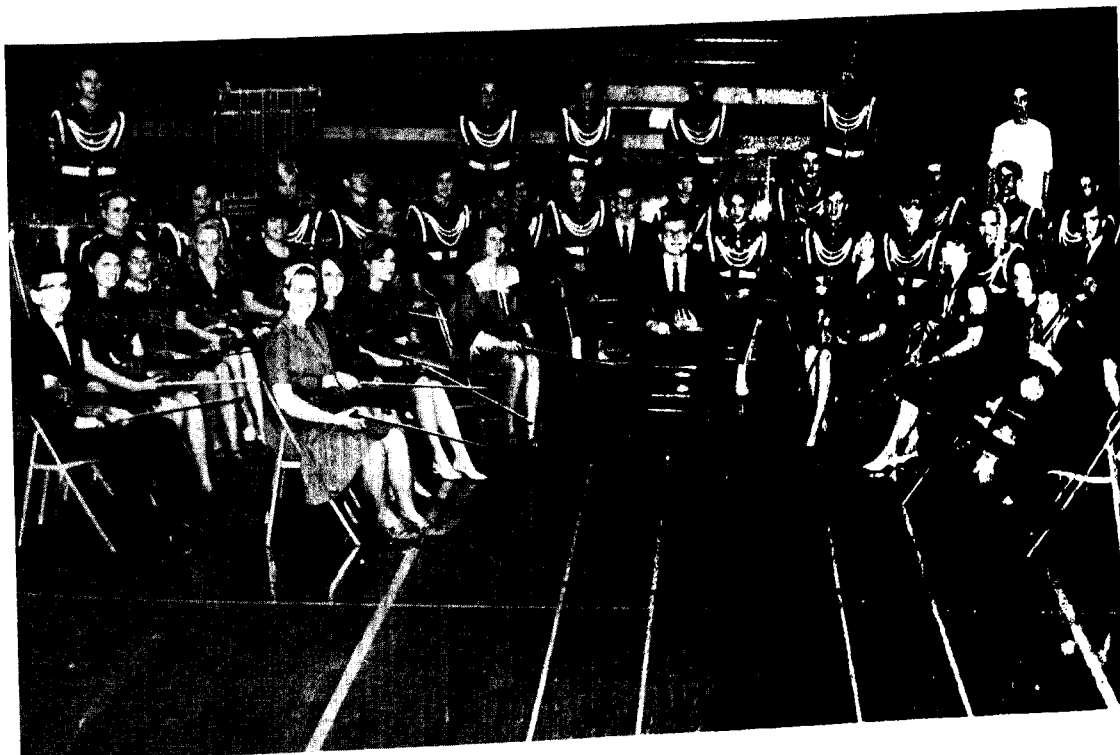
The Agency also gives approval to many individual experimental courses developed by local schools, including such courses as computer science, marine science, radiation biol-

ogy, occupational orientation, filmmaking, library science, Hebrew, and programs for the handicapped.

Fine Arts

The new High School for the Visual and Performing Arts in Houston admits students on the basis of audition or work submitted in portfolio. The school operates on an

extended day schedule, and students complete college admission requirements in addition to specialized courses. Academic subjects are taught with a fine arts emphasis.



Science

Innovative science laboratories with equipment beyond that required for a basic program in laboratory science include planetariums on 10 high school campuses in Texas: El Paso, Abilene, Big Spring, Irving, Highland Park,

Waco, South Park, Corpus Christi, La Porte, and Tyler Independent School Districts. Six years ago only two were owned by public school districts in Texas.

Mathematics

Plano Independent School District has expanded its continuous progress mathematics program into the high school. The program, which now includes kindergarten through

the ninth grade, allows each pupil to progress at his own pace with no division of work into grade levels.

English Language Arts

Region XII Education Service Center at Waco has for three years conducted an intensive program of providing for dialect and cultural differences in schools which are in the process of integrating both their faculties and stu-

dents. Some 300 teachers in 45 school districts have received training in structure of the English language, culture, and curriculum development to prepare them better to teach in a multicultural setting.

Experimental Programs for the Handicapped

During the biennium, funds from the Education of the Handicapped Act, Part B (formerly Title VI-A of the Elementary and Secondary Education Act) were utilized to conduct experimental projects through the education service centers and various school districts. Among the projects were the following: a high school program for language

and/or learning disability students; a program to study the educational implications of children born of drug abusing mothers; a program to provide an educational setting for preschool deaf/blind children; programs to serve the handicapped in rural and sparse areas; and driver training for the handicapped.

Special Education Developmental Designs

Three new developmental designs in special education were initiated as a result of legislation passed by the Sixty-first Legislature. The three programs—Comprehensive Special Education (Plan A), Early Childhood Education for Exceptional Children, and the Language and/or Learning Disabilities Program began in September of 1970 in selected school districts. Plan A focuses upon the child's educational needs, not his handicapping condition, and provides for meeting

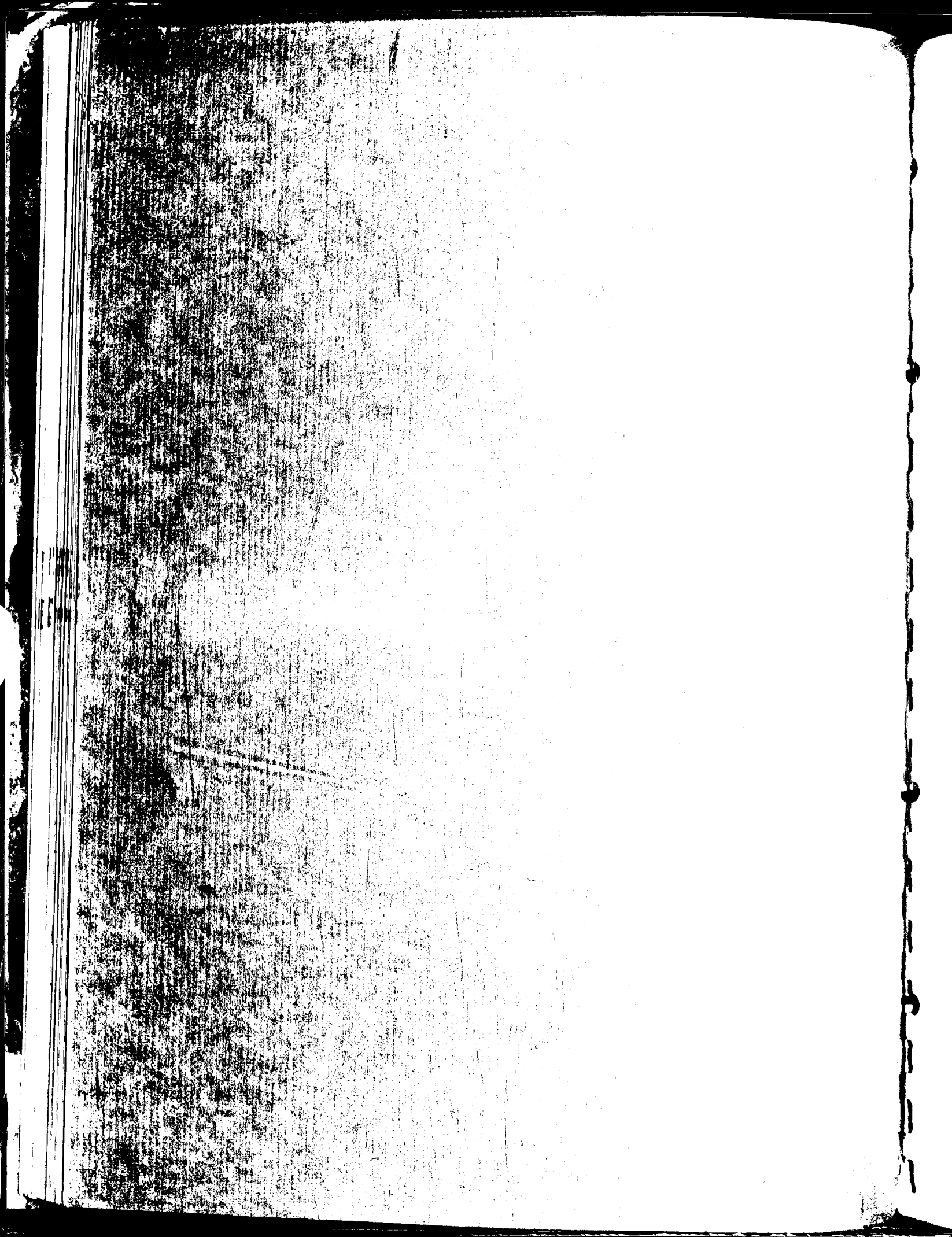
these needs, where possible, without isolating the child from his peers.

School Districts Involved in Developmental Design

	1970-71	1971-72
Early Childhood	10	37
Language and/or		
Learning Disabilities	17	52
Plan A	5	29

Post-Secondary Programs

Years of
TRANSITION
1970 - 1972



State Community Colleges Offer Vocational Courses

Texas has long been an advocate of the comprehensive community college—one in which vocational-technical programs and adult courses are offered with the same degree of emphasis as the first two years of college parallel transfer courses. During the 1970-72 Biennium, 42 public community colleges with 45 separate campuses, the Texas State Technical system and other post-secondary institutions, provided course offerings in the following areas of occupational education: agriculture, homemaking, office occupations, distribution and marketing, industrial, health, technical, and community service.

The primary goal of post-secondary vocational-technical education is to provide programs of instruction designed for both current and future occupational needs of in-school and adult students. To achieve this goal, continued emphasis has been placed on updating present programs and developing new programs to satisfy the needs of business, industry, and governmental units.

New Programs Added

Among the 241 programs that were added during the biennium, many were of a new and innovative nature, including animal care, aviation administration, avionics (electronic aviation instrumentation), educational secretary, environmental control, environmental health, fluid power, fire protection, nursing home administration, mental health, pollution control, quality control, recreational aide, satellite communications (ground station technician training), and teacher aide.

Emphasis has also been placed on strengthening consultative services and on improving

administration of occupational programs. The number of vocational counselors at post-secondary institutions increased from 36 to 77 during the biennium. In addition, these institutions employed 54 supervisory personnel to assist local vocational deans/directors in the management of programs.

In accordance with the provisions of House Bill 1351, Sixty-second Legislature, (Section 130.086, Texas Education Code, 1971) 28 community colleges were granted approval to offer courses at 90 locations outside of their district geographic boundaries. In almost every instance, regular and/or adult vocational courses were among those offered. Some of these courses were being taught in public school facilities; some in other appropriate rented or leased quarters.

Enrollment Up 21 Percent

Student enrollments in vocational programs reached 49,171 during the 1971-72 school year. This was an increase of 21.7 percent over the 1969-70 school year—the last year of the previous biennium.

College level vocational youth groups have increased in both membership and accomplishments of individual members. The Office Education Association, post-secondary (OEA), and Junior Collegiate Distributive Education Club of America (DECA), have gained favorable recognition in national conference competitive events. Additionally, a member of OEA was elected to serve as a national officer in both years of the biennium.

Recognized National Awards

Office Education Association	Association	Junior Collegiate DECA	DECA
1970-71	1971-72	1970-71	1971-72
5	14	6	8

Post-Secondary Programs Expand During Biennium

AGRICULTURE

Emphasis in post-secondary agricultural education is placed upon modern practices, particularly those dealing with the scientific use of land and latest agri-business concepts. Training was offered in 10 occupations related to agriculture, including farm and ranch management, agricultural chemical technology, farm machinery mechanics, irrigation technology, and ornamental horticulture. During the biennium, eight community colleges and the Texas State Technical Institute included agricultural education among their vocational programs.

<u>Student Enrollments</u>	
<u>1970-71</u>	<u>1971-72</u>
768	767

HEALTH

With increased emphasis upon preparing students to enter health occupations, there was an upsurge in enrollment during the biennium. Twenty-two different health occupations programs were offered in 38 community colleges, Texas State Technical Institute, and Lamar University. Among the programs preparing specialists in the health occupations were associate degree (registered) nursing, dental hygienists, dental assistants, medical assistants, vocational (licensed) nursing, nurse aide, radiologic technology, medical laboratory technology, and respiratory therapy technology.

<u>Student Enrollments</u>	
<u>1970-71</u>	<u>1971-72</u>
5,782	7,676

DISTRIBUTION AND MARKETING

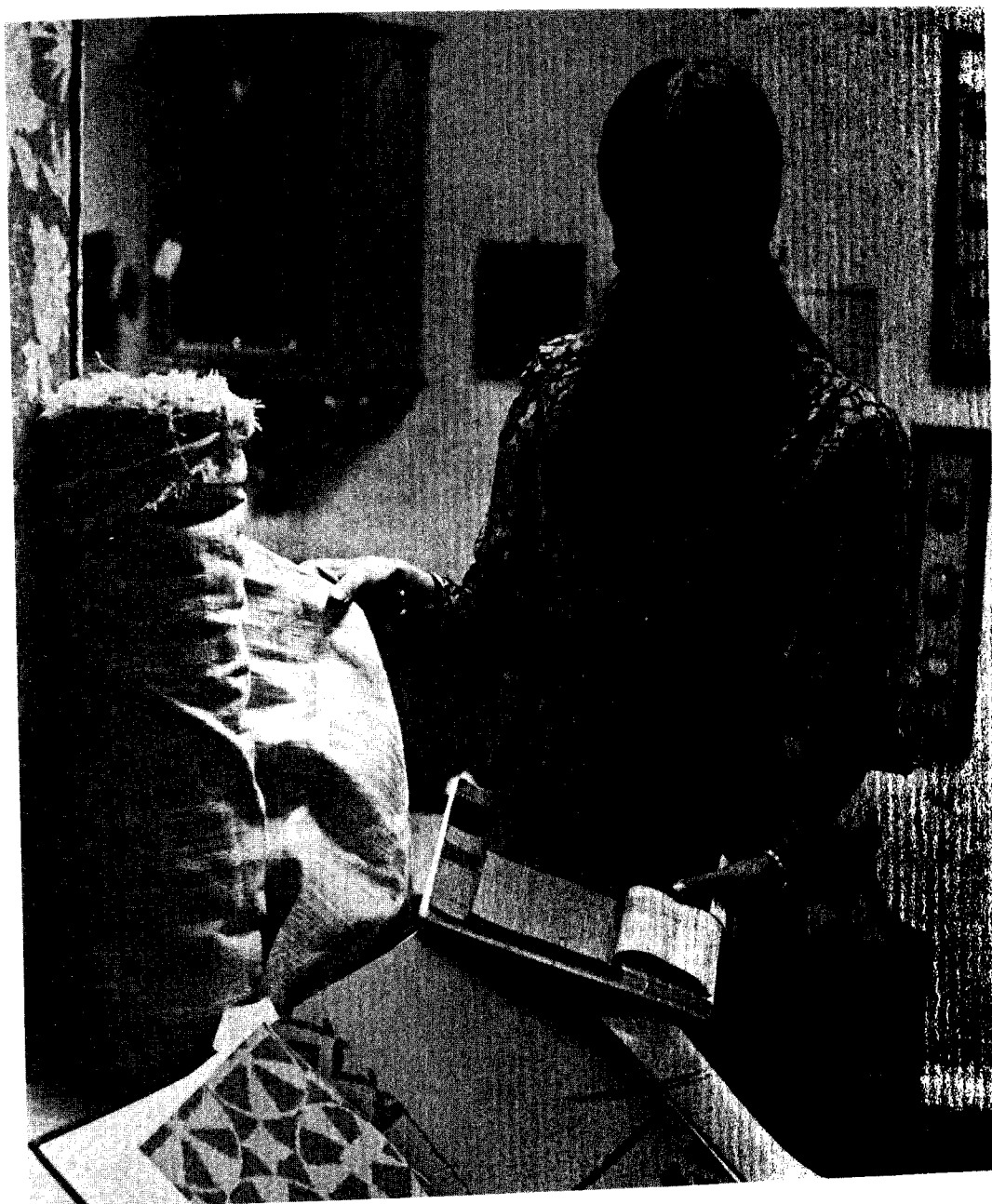
Enrollment in distribution and marketing more than doubled during the biennium. Various combinations of subject matter and learning experiences related to the management and supervision of activities that direct the flow of goods and services from the producer to the consumer are included in the distribution and marketing program. Among the programs currently being taught are commercial transportation, fashion merchandising, food marketing, industrial management, mid-management, petroleum marketing, restaurant management, retail management, and sales management. Distribution and marketing was offered in 32 community colleges.

<u>Student Enrollments</u>	
<u>1970-71</u>	<u>1971-72</u>
1,216	3,026

HOMEMAKING

Preparing students for occupations related to homemaking is the primary goal of post-secondary homemaking programs. During the biennium the number of community colleges offering such programs increased to seven. Students in these colleges could receive training for five different home-related occupations: alteration and tailoring, dietitian aide, interior design, apparel design, child care, and child development assistant.

<u>Student Enrollments</u>	
<u>1970-71</u>	<u>1971-72</u>
735	1,268



INDUSTRIAL

Texas' increasing industrialization is reflected in growth in enrollment in post-secondary industrial programs. Training was offered during the biennium for 42 different industrial occupations, 13 more than were available in the 1969-70 school year. Such courses as air conditioning and refrigeration, aircraft mechanics, appliance service and repair, commercial art, automotive mechanics, welding, offset duplicating, and radio and television

repair were taught. These programs were available in 40 community colleges, Texas State Technical Institute, and Lamar University.

Student Enrollments

<u>1970-71</u>	<u>1971-72</u>
13,595	15,678

OFFICE

Office education develops skills for and includes information about the American economic environment. Programs in office education available during the biennium included stenography, accounting, general office clerical, secretarial, and data processing. Some of these programs, offered in 40 community colleges, combined on-the-job experience and classroom instruction.

Student Enrollments

<u>1970-71</u>	<u>1971-72</u>
13,028	13,595

TECHNICAL

Labor force predictions that 25 percent of those entering the world of work in the 1980's will need technical skills underscore the importance of post-secondary technical programs. During the biennium programs preparing students for 30 different technical occupations were offered in 37 community colleges, Texas State Technical Institute, and Lamar University. Among the programs were instrumentation, electronics, drafting and design, and electromechanical technology. Such programs usually require high school graduation or a certificate of equivalency (GED) for admission.

Student Enrollments

<u>1970-71</u>	<u>1971-72</u>
5,390	7,161



COMMUNITY SERVICES

Programs designed to prepare students for employment in community service occupations have been emerging rapidly in Texas community colleges. All trends indicate a continuing growth in this area. Programs for recreational aides, teacher aides, fire protection technicians, law enforcement personnel, environmental health technicians, and pollution control technicians are being offered in 45 public institutions of higher education in Texas, including 40 community colleges, all branches of Texas State Technical Institute, and Lamar University.

Adult Programs

Years of
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Educational Opportunities Provided for Texas Adults

Texas also provides educational opportunities for adults. A major development during the biennium with potential for strengthening these opportunities was the emergence of the community school concept. Passage of the Proprietary School Act by the Sixty-second Legislature was also significant.

Community School

In April 1972, the State Board of Education adopted a position statement reaffirming the traditional role of the public school as a community center for people of all ages. Distributed to superintendents and boards of school trustee presidents, the statement directed the Commissioner of Education "to provide leadership, encouragement, and such assistance as is possible in support of this recommitment." Texas districts with community school projects planned or in operation include Alice, Bryan, College Station, Midland, and Waxahachie.

Proprietary Schools

The Texas Proprietary School Act passed by the Sixty-second Legislature (Chapter 32, Texas Education Code, 1971) authorizes the Texas Education Agency to regulate all proprietary business, vocational, technical, and home study schools doing business in the State. In carrying out its responsibilities, the Agency in cooperation with the Proprietary School Advisory Commission developed *Guidelines and Minimum Standards for Operation of Texas Proprietary Schools*. After public hearings on the guidelines by the Commission, the State Board of Education adopted them in January 1972. Applications for Certificates of Approval or for exemptions were received from approximately 800 privately-owned schools offering occupational programs in Texas.

Adult Vocational Education

Some adult vocational programs prepare unemployed and underemployed adults for entry into the labor market. Others assist employed adults to gain the skills needed for advancement or promotion or for adapting to changing job requirements. Apprenticeship programs are also available to adults in most of the established trades such as plumbing, electrical service, and bricklaying.

Teachers for adult vocational education are recruited from industry and established vocational programs in area schools and are usually employed on a part-time basis. Most adult classes are held at night in laboratories and classrooms that accommodate either secondary or post-secondary classes during the day.

Programs are offered in agriculture, distribution, health, homemaking, technical, trade and industrial, and office occupations. Many schools in populated areas have full-time supervisors who stimulate, plan, and conduct adult classes that directly benefit the community. New industry has moved into certain areas because people could be trained by adult vocational programs.

Adult Vocational Enrollments

	<u>1970-71</u>	<u>1971-72</u>
Agriculture	91,051	91,076
Distribution	21,841	20,513
Health	5,328	5,348
Homemaking	60,612	109,617
Industrial	41,154	22,615
Office	15,196	13,934
Technical	<u>2,466</u>	<u>1,616</u>
	<u>237,648</u>	<u>264,719</u>

Special Adult Programs Meet Academic, Vocational Needs

The State also meets academic and vocational needs of adults through the following special programs:

- Adult Basic Education
- Manpower Development and Training
- Work Incentive Program

The Texas Education Agency also administers the State's responsibility for the school in the Texas Department of Corrections, approval of programs for Veterans and Orphans of Veterans, and Civil Defense Education.

As another service to adults, the Texas Education Agency administers the State's high school equivalency certificate program, the General Educational Development (GED) Testing Program.

Adult Basic Education

A series of special projects designed to help adults function better in society and a significant increase in enrollment highlighted adult basic education (ABE) in the past two years.

The Adult Performance Level Special Project, a national research project funded under the United States Office of Education, is designed to discover which skills and abilities an adult needs to perform effectively as a member of society.

Working with the Texas State Library, the Agency funded three learning centers in public libraries in Austin, Fort Worth, and San Angelo as part of another special project. Libraries were chosen because they have

potential for providing adult learning centers Statewide.

The biennium saw the strengthening of adult basic education programs through a series of annual State conferences with the emphasis on staff development and the emerging concept of community coordinated adult and continuing education.

Adult Basic Education Enrollment and Costs

	<u>1970-71</u>	<u>1971-72</u>
Student Enrollment	57,439	82,651
Total Federal Funds	\$3,205,110	\$3,205,110

Manpower Programs

Manpower Development and Training Programs (MDT) train or retrain unemployed and underemployed adults and provide opportunities to upgrade skills for persons in occupations affected by technological change. During the biennium, MDT projects were sponsored by 33 public schools, 18 colleges, the Texas Department of Corrections, the Federal Correctional Institution in Texarkana, and the Texas State Technical Institute System. One hundred and fifty-eight private schools provided training through individual referrals.

These programs are administered jointly by the Texas Employment Commission (TEC) and the Texas Education Agency. TEC identifies the need for training and the Agency assists schools to organize, develop, and improve the needed programs and approves expenditures for reimbursement.

Two MDT programs began operation during the 1970-72 Biennium. The technology mobilization reemployment program retrained scientists, engineers, and technicians displaced from their jobs because of cutbacks in their specialties. Approximately 99 persons received this training during the biennium. A four-hour upgrading program, the emission control program, taught some 5,000 mechanics the fundamentals of anti-pollution safety devices on automobiles to meet Federal requirements.

During the biennium, skills centers, which provide training for disadvantaged adults, doubled in number with the opening of centers operated by the Dallas Independent School District and San Antonio College. Other centers are operated by the Houston and Fort Worth public schools.

Manpower Development and Training Enrollment and Costs
1970-72

Students Enrolled	33,834
Average Cost Per Student	\$336
Total Federal Funds	\$12,388,449

Work Incentive

The Work Incentive Program (WIN) became significant during this biennium with 5,717 participants signing up for the program. WIN provides basic and secondary education and skill training to certain welfare recipients who volunteer for the program. The program is operated under a contract with the Texas Employment Commission under a cooperative

agreement with the State Department of Public Welfare.

School districts in El Paso and Pharr-San Juan-Alamo and Texas Southmost College in Brownsville, as well as skills centers in Houston, Dallas, San Antonio, and Fort Worth, operated WIN programs during the 1970-72 Biennium.

School in Department of Corrections

Vocational education receives major emphasis in the educational program offered in the Windham School District, the public school operating for persons incarcerated in various units of the Department of Corrections who are not high school graduates.

Established under a bill passed by the Sixty-first Legislature, the Windham District is subject to the same accreditation and teacher certification standards as other schools in the State. An Agency staff member has been assigned to work with the Windham district.

	School Year (as of May 30)	
	1970-71	1971-72
Total Prison Population	15,275	16,511
Windham Academic Enrollment	5,654	6,278
Windham Vocational Enrollment	201	389
Windham Special Education Enrollment	655	886
<u>Total Enrollments</u>	<u>6,510</u>	<u>7,553</u>

Veterans Education Expands

The Agency approves academic, vocational, and professional training programs for veterans and other eligible persons. Funding to the Agency from the Veterans Administration is for administrative costs only. Reimbursement for other costs is made to schools and veterans directly by the Veterans Administration.

The program has continued to grow. During the 1970-72 Biennium, 843 schools were approved, 110 apprenticeship training programs were added, and 1,711 new programs of training on the job were established for veterans. The President's Jobs for Veterans program has had impact on the number of approvals for on-the-job training programs during the biennium.

At the close of the biennium, more than 70,000 veterans and other eligible persons were enrolled in approved courses and on-the-job training programs in Texas. Agency staff had made almost 7,000 visits to institutions and training establishments for approval or supervisory purposes.

Civil Defense Education

A comprehensive instructional program highlighted Civil Defense Education (CDE) during the biennium. CDE programs provide public school children and adults with safety and basic survival information concerning natural disasters and man-made disasters through courses in personal and family survival.

Some 4,700 eight-hour courses were taught in 242 districts by more than 4,000 teachers certified by the Texas Education Agency to conduct Civil Defense Education in public schools.

Civil Defense Education received an additional boost from eight area conferences conducted by staff members of the Agency working with resource people from the State Disaster

Relief Office of the Texas Department of Public Safety.

Civil Defense Education		
	<u>1970-71</u>	<u>1971-72</u>
Student Enrollment	48,870	70,560
Course Completions	48,490	70,080
Cost per Student	\$1.32	\$0.93
School Districts	137	205

High School Equivalency Certificate Program
Through action of the Sixty-second Legislature (Section 11.35, Texas Education Code, 1971), the State Board of Education is authorized to administer high school equivalency examinations.

The General Educational Development (GED) Testing Program is intended primarily to appraise the educational development of adults who have not completed their formal high school education. Applicants must be Texas residents or members of the armed forces stationed at Texas bases who are at least 17 years old and have been out of school one academic year.

Upon successful completion of a five-test series, the applicant is awarded a certificate by the Agency which is accepted by many employers and colleges in the State in place of a high school diploma. Special editions of the tests are available for the visually handicapped: large type for the partially sighted and tape recordings for the legally blind. In 1971, the Texas Education Agency awarded 26,507 GED certificates.

Currently there are 166 State testing centers, including 107 high schools and 59 junior and senior colleges. Besides these centers, testing agencies also include military bases, Federal correctional institutions, and veterans hospitals.

Services for Pupils

Years of
TRANSITION
1970 - 1972

Services to Pupils Aid Instructional Programs

Recognizing that an instructional program is supported by a strong program of services to pupils, Texas schools also make provisions for:

- Guidance and counseling
- Visiting teacher services
- Health services
- School nutrition programs
- Transportation

Among major developments during the bien-nium were changes in certification requirements for counselors; implementation of certification for visiting teachers; growth in every phase of school nutrition programs from funding to participation; and expansion in transportation, especially for certain special education pupils.





Guidance and Counseling

Major activities during the biennium have focused upon strengthening the preparation of counselors and assisting schools to make more effective use of their potential, providing improved pupil appraisal services, increasing the emphasis on career education as an integral part of the overall instructional program, and broadening the scope of guidance to include other areas of pupil personnel services.

Approved by the State Board of Education in January 1971, the new "Guiding Principles for Preparation and Assignment of Counselors" provide for:

- A single certificate for all counselors independent of certification for teachers and based on demonstrated performance competencies;
- Renewed emphasis on career guidance;
- Certification of guidance workers at the bachelor's degree level to carry certain guidance duties only under the direct supervision of certified counselors; and
- Specialization at the post-master's degree level.

During the past two years, the Texas Edu-

cation Agency staff has helped colleges and universities develop competency-based counselor education programs, provided inservice programs for practicing counselors through the regional education service centers, and offered programs on the effective use of counselors to school administrators.

A bulletin, *The School Counselor: His Work Environment, Roles, and Competencies* was published in the fall of 1971 and distributed to schools throughout the State.

State Testing Program

To improve the quality and usefulness of pupil appraisal services throughout the State, the Agency has provided funds and, in cooperation with regional education service centers, coordinated a diagnostic testing program in reading and mathematics for over 160,000 sixth grade pupils each year during the biennium. These diagnostic tests were used to identify specific skills of pupils rather than to compare one pupil with another. Teachers who have used the results indicated that this type of information is more useful in planning individualized instructional programs than the type of tests used in previous years.

Schools Provide Other Services

Visiting Teachers

The work of visiting teachers focuses on the school child whose behavior indicates that he is having problems. Although primarily school-oriented, these teachers work in the home and community. They 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.

There was emphasis on strengthening the visiting teacher program in Texas during the biennium. State leadership efforts in providing consultative services to schools increased and visiting teacher certification became effective in September 1971 after approval by the State Board of Education in 1969.

School Transportation Program Increases

Transportation is also provided for pupils under certain conditions. During the biennium, there was an increase in the number of pupils served, total daily miles traveled, and cost. The increase is a result of Federal rulings affecting transportation, recent State legislation making additional pupils eligible, and a normal growth factor.

Three universities are currently offering visiting teacher preparation programs:

Texas Woman's University
East Texas State University
Trinity University

In cooperation with the Visiting Teacher Association of Texas, the Agency developed a bulletin, *The Visiting Teacher in Texas*, published in July 1972. The booklet delineates the scope and function of the visiting teacher program in the State.

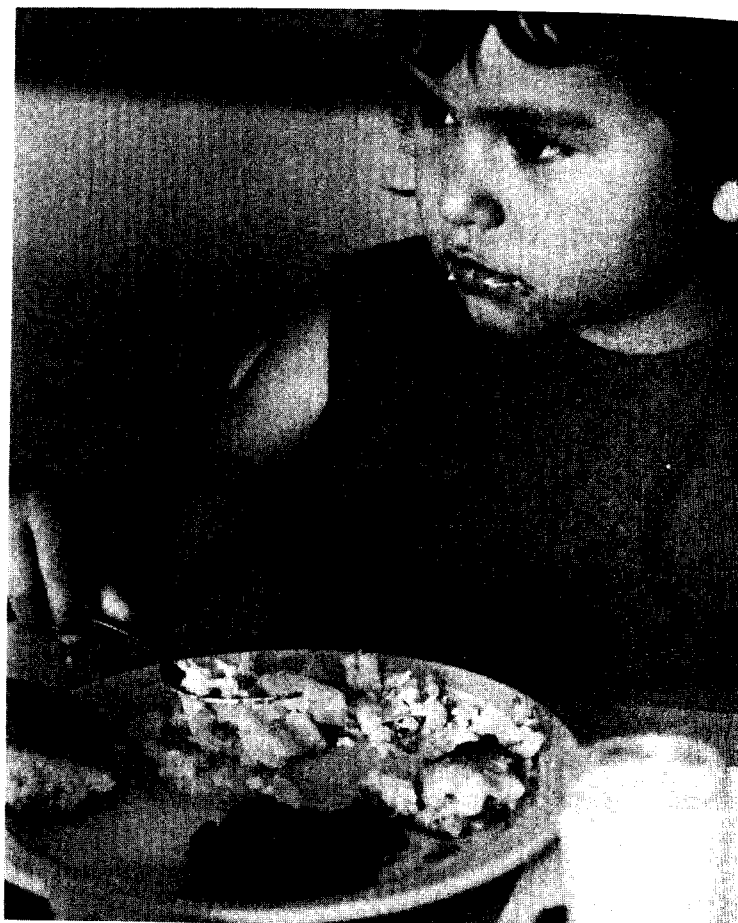
Health Services

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.

Each school district operating an approved special education program provides transportation for handicapped children who are unable to attend unless special transportation is provided. Schools are encouraged to acquire special transportation equipment to meet the needs of these children.

<u>Regular Transportation</u>	<u>1970-71</u>	<u>1971-72</u>
Pupils Transported	583,231	595,955
Total Daily Miles	512,517	512,895
Cost Per Pupil	\$39.73	\$42.13

<u>Transportation for Exceptional Children</u>	<u>1970-71</u>	<u>1971-72</u>
Number of Districts	157	186
Pupils Transported	13,015	15,766



Schools Also Provide Nutrition Programs

Schools also provide other services for pupils. Children enrolled in schools participating in the National School Lunch Program can receive nutritious lunches that furnish one third of the child's daily nutritive requirements. Schools are reimbursed on the basis of the number of Type A lunches served to children.

Children attending schools participating in

the School Breakfast Program can purchase at a nominal charge or, if eligible, receive free or at a reduced price, a balanced breakfast. Teamed with the School Lunch Program, the breakfast program provides children with a larger share of the daily nutritive requirements, thereby promoting their health and their ability to learn. Schools are reimbursed on the basis of the number of breakfasts served to children.

Summer Sessions Expand Educational Opportunity

Approximately 191,000 pupils were enrolled in summer school during each year of the biennium. Because the Agency's responsibility for educational quality extends to the entire school program, summer school operation is an area of vital concern. Summer, or pupils'

off-quarter, sessions offer opportunities for enrichment, remediation, and expansion of educational opportunity. These programs must meet the same standards as programs offered during the long term.

Instructional Resources

Years of
TRANSITION
1970 - 1972

Study Considers State Plan For Instructional Resources

In light of the trend toward use of many different resources in the classroom, the Texas Education Agency conducted a 17-month Statewide study to determine the status of instructional resources in public schools and to recommend needed improvements.

Approved by the State Board of Education in January 1971, the Texas Study of Public School Instructional Resources included eight special studies and eight special surveys. It involved teachers, administrators, school board members, and others from 490 districts representing all 20 education service center regions. These local and regional study groups were concerned with all facets of instructional resources from their selection to their use.

The report of the study, prepared in cooperation with a 21-member advisory commission, contains the framework, the tasks, and the recommendations for developing a coordinated instructional resources system for the State.

The report emphasizes the concept of a unified, integrated system which will bring together not only the many different kinds of resources for instruction from textbooks to technology but also the methods and processes by which these resources are made available to pupils and teachers.

School Library More Than Book Depository
The State program for instructional resources continues to emphasize libraries as resource centers for all types of materials, both book and nonbook. Designed to give major support

to all school curriculum areas, the public school library encourages individualization of instruction.

The 25 percent increase in the number of public school librarians during the last five years indicates the importance being placed upon the use of a broader spectrum of instructional resources.

To assist schools in improving library services to teachers and pupils, Agency staff members provide consultative services, with special emphasis upon helping schools to evaluate library programs and facilities. Also contributing to improvement in services is the communication network linking all major public library resource centers and State-supported academic institutions. The network provides pupil-teacher access to many collections outside the geographical area of individual districts.

Textbook Adoptions Gain New Elements

Two major changes, one legislative and the other a result of action by the State Board of Education, became a part of the textbook adoption process during 1970-72.

In 1971, the Sixty-second Legislature for the first time authorized State adoption and purchase of text materials for kindergarten. A \$400 per classroom unit allocation is provided for each new kindergarten started under the Foundation School Program.

The State Board of Education, searching for ways to make textbooks being considered for adoption more easily accessible to interested citizens, directed publishers to send sample copies to the 20 regional education service centers. Here the books may be read or checked out for a limited time.

Textbooks are provided for some 2.8 million students in Texas public schools at an average annual cost of \$36 per student. On an average, two new books per pupil are adopted each year throughout the State, an annual indication of the continuous updating in order to meet changing curricula in the public schools. These changes are reflected in the following adoptions made during the biennium. For example, textbooks for distributive education courses were adopted for the first time. Other secondary adoptions during the period include: books for Literature I-IV, Journalism,

Biology I, Physics I, Spanish I and II, American History, French I and II, Industrial Arts Drafting, General Shop I and II, Metalworking, Business Arithmetic, Dictionaries Grade 12, Drama, Latin IV, English Composition I and II, Related Mathematics I, Chemistry I, World History, Agriculture I-IV, Algebra I and II.

Books adopted for the first time for elementary school included art books for grades 1-6 adopted for the teacher only. Other elementary school adoptions included Arithmetic 1-6, Supplemental Readers 7 and 8, American History Grade 8, Vocal Music 1-3, Science Grade 7, Homemaking Grade 6-8, and General Shop Grade 7 and 8.

The program to provide special versions of textbooks in Braille and Large Type for visually handicapped students is continuing. Braille masters were transcribed by volunteers in Bexar County, Dallas, El Paso, Garland, Houston, and at the Texas Department of Corrections. A materials exchange center in Austin serves as a central depository and redistribution point for Braille and Large Type textbooks and equipment. The Texas Department of Corrections serves as the depository for Braille masters. Books on tape for use in tape players are increasingly becoming popular with blind students.

Statistical Data on Textbooks

	<u>1970-71</u>	<u>1971-72</u>
Total Number of Textbooks in Use	34,051,823	33,892,476
Number of Titles	1,073	1,065
Number of Local Depositories	1,100	1,090
Annual Expenditures	\$18,416,587	\$25,034,347
Current Investment in Books	\$91,965,519	\$99,779,815
Average Annual Cost per Pupil	\$6.80	\$9.08

Other State Services Include Media Centers

Other services to strengthen instructional resources are also provided.

Regional Instructional Media Centers

During the biennium, the number of items circulated to school districts from the media components of regional education service centers increased 75 percent over the preceding biennium. The 400,000 items included films, filmstrips, audio and video recordings, and visuals for use with projectors.

Agency Instructional Media Services

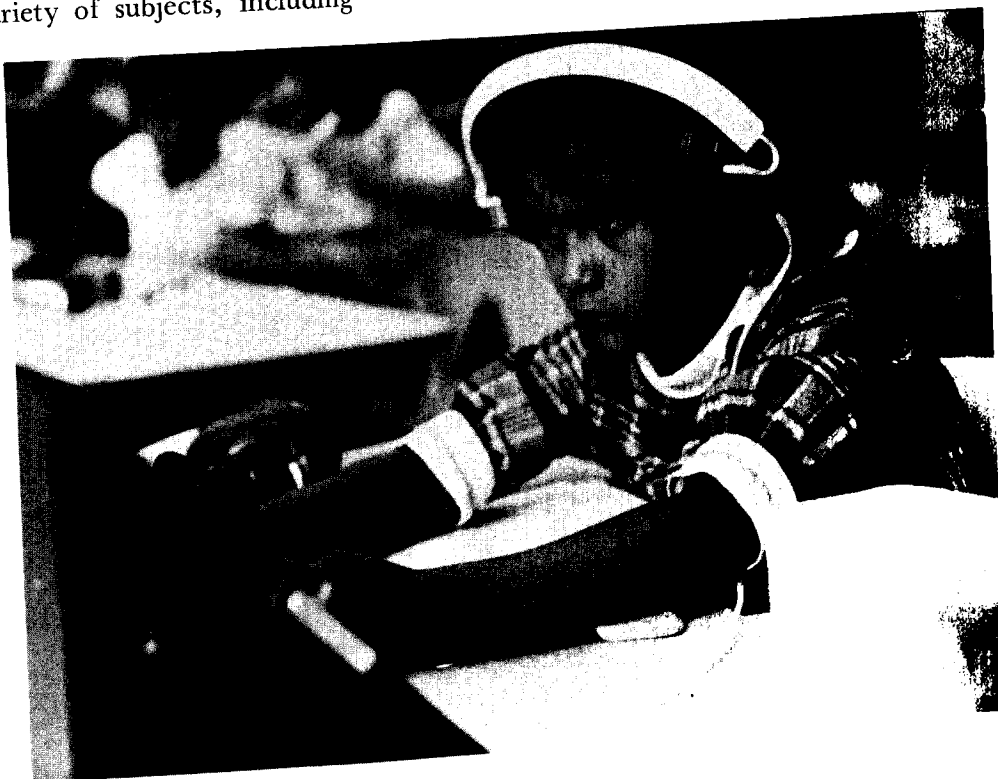
Graphics. Overhead transparency series for use by education service centers and school districts were developed for elementary health and geography and for secondary Latin, German, and vocational education.

The 35mm slide continues to be popular for use in workshops and other inservice activities. Slide-tape packages, prepared by the Agency, cover a wide variety of subjects, including

Improving State Leadership in Education (ISLE), which was developed under a Federally-funded project and used both in Texas and other states in meetings of educators and lay citizens.

Tape and Television Laboratory. Increased availability of audio-tape equipment has resulted in a greater demand by schools for cassette duplication, specifically in such curriculum areas as foreign languages and business education. Continued participation in a tape exchange arrangement with the National Center for Audio Programs permits access to newer educational tapes which can be distributed to schools through regional media centers.

Because of increased Agency use of television for inservice training and information dissemination, the production and duplication of video-tapes has substantially increased.



Resource Center. The Agency reference library now has 6,700 professional book and periodical titles, 500 reels of microfilm, and 63,000 documents on microfiche from the Educational Resources Information Center (ERIC). An additional 3,000 trade books complete the collection maintained for use by Agency and school staffs. The resource center

serves as the contact point with the Texas Information Services, (TIS). This Federally funded project subcontracted through the Region XIII Education Service Center provides Agency staff and other educators with computer searches of ERIC materials as well as other current information sources.

Material Centers Serve Special Needs

Special Education

Texas special education teachers are served by a network of 20 instructional materials centers located in regional service centers. Begun in the fall of 1970 under provision of Section 16.16, Texas Education Code, 1971, each center provides a lending library for teachers to borrow instructional materials for examination and evaluation on a short-term basis, inservice training for teachers in the selection, analysis, utilization, and modification of instructional materials, and an information retrieval program.

Approximately 1,000 inservice sessions have been conducted since the inception of the network. In addition, personnel of the 20 centers have received special training.

The information retrieval program is designed to help match appropriate instructional material to the learning needs of special education students. Fourteen of the centers use the program through terminals connected to a computer at the University of Texas. Other centers can utilize the program via mail or telephone.

Currently the total inventory count of the network is 187,235 items of instructional material and professional literature. During the past two years, 333,915 items have been circulated to approximately 8,300 special education teachers and to many regular classroom teachers having students with identified learning problems in their classes.

Vocational Instructional Materials and Resources

Instructional materials for occupational education are developed at three curriculum centers in the State: the Curriculum and Materials Laboratory for Agricultural Education and Industrial Education located at Texas A&M University; the Instructional Materials Services for Distributive Education and Industrial Cooperative Training located at the University of Texas at Austin; and the Home Economics Instructional Materials Center at Texas Tech University.

During the 1970-72 Biennium, the planning and development of new and innovative curriculum was initiated for:

- Environmental technology for pilot projects in nine public schools;
- Environmental health science for pilot projects in 13 public schools;
- Grants from the U. S. Office of Education to develop on a national scope the curriculum for the construction trades in career education concepts, grades 9-12;
- Outline instructional materials for students in coordinated vocational-academic education programs; and
- Basic course outline for occupational investigation in career education.

Public School Personnel

Years of
TRANSITION
1970 - 1972

Teacher Education, Certification Shifted to Performance Criteria

The biennium saw a number of significant developments in teacher education and certification, including:

- Approval by the State Board of Education of recommendations for changes in both teacher education and certification resulting from a Statewide study;
- Adoption of a Code of Ethics and Standard Practices for Texas Educators; and
- Authorization to issue Texas teaching certificates to persons holding valid out-of-state certificates under provisions of House Bill 903, Sixty-second Legislature.

Adoption by the State Board of Education in June 1972 of recommendations growing out of a two-year study of teacher education and certification will have far reaching impact on public school education in Texas.

The recommendations from this grassroots study committed Texas to:

- A broad-based involvement of the total teaching profession in teacher education and certification;
- The teacher center structure for teacher education; and
- Competency- and performance-based teacher education and certification.

A 21-member committee and a 16-member commission, both broadly representative of public schools and teacher education institutions, met with teachers, administrators,

and representatives of teacher education in regional meetings across the State to gather information and ideas prior to formulating recommendations.

Among the recommendations are increasing the State Board of Examiners for Teacher Education to 27 members and broadening the role of the public school in teacher education.

Under Section 11.311, Texas Education Code, 1971, public schools and teacher education institutions join together under Agency leadership to establish student teacher centers. The new standards expand the role of the public school component beyond cooperation in strengthening student teaching to include advising the teacher education institution on the total teacher education program.

The transition to the new teacher education and certification program began September 1, 1972.

Code of Ethics Established For Educators



Professional Practices and Code of Ethics
The Code of Ethics and Standard Practices for Texas Educators became effective September 1, 1971. Developed by a 15-member Teachers' Professional Practices Commission established by House Bill 32, Sixty-first Legislature (Section 13.201, Texas Education Code, 1971), the proposed code was submitted to all active certificated professional personnel in Texas in a February 1971 referendum. In April 1971, the commission adopted the code, which included all standards that had received a majority affirmative vote.

Subsequently, the commission adopted "Rules of Procedure for Hearing Complaints Before the Teachers' Professional Practices Commission of Texas." Copies of the code were sent to all districts in July 1971 for each professional person. Copies of the rules of procedure were sent to each school campus in Texas.

The Commission has conducted five hearings of complaints appropriately filed by active certificated members of the profession for alleged violations of the code. Recommendations of the commission for disposition of these complaints were transmitted to the Commissioner of Education for his decision.

Certification

House Bill 903, Sixty-second Legislature (Sec-

tion 13.042, Texas Education Code, 1971) authorizes issuing Texas certificates to persons holding valid out-of-state certificates provided that such persons meet the requirement through either college credit or examination regarding the Texas and United States Constitutions. During the biennium, 3,800 certificates were issued under provisions of this legislation.

To aid in implementation of comprehensive special education, the State Board of Education, in May 1971, adopted interim teacher certification standards in special education. These standards, effective September 1, 1971, were adopted for teachers of the emotionally disturbed, the language and/or learning disabled, and early childhood; and for special education supervisors, visiting teachers, counselors, and educational diagnosticians.

In general, the teacher shortage has lessened. However, because of new programs in teaching fields where few people are certified, as in special education, and because of geographic isolation of some school districts that do not attract certified teachers, some 30,500 original and renewal emergency teaching permits were issued during the biennium. Of this number, 8 percent were issued to persons who did not have college degrees, and 63 percent to persons holding teaching

certificates for a level or subject other than the one to which they were assigned.

During the biennium, 61,977 certificates representing all teaching fields were issued. Some 1,250 teacher education programs were reviewed for approval and Agency staff vis-

ited 29 colleges and universities offering teacher education. Three institutions gained initial approval for teacher education during this time. In addition, 175 consultative visits were made by the staff concerning application of standards and certification procedures.

Projects, Programs Aid Teacher Education

Educational Personnel Development

A number of special projects and programs also contribute to teacher education in Texas.

Coordination of efforts under the Texas Statewide Design for Educational Personnel Development and the Texas State Plan for Attracting and Qualifying Teachers to Meet Critical Shortages provided for the training of 692 teachers and 912 teacher aides during the biennium. Funds for the programs, from the Education Professions Development Act of 1967, amount to \$1.2 million.

The Agency also assisted in the Career Opportunities Program, a Federally-funded program designed to attract low-income people to careers in public schools. During the biennium approximately 1,229 people were trained as teachers and teacher aides through projects in nine sites, including school districts and service centers. A second Federal program, the Urban/Rural School Development Program, which provides inservice training in all subject areas for staffs of schools serving low-income populations, was also coordinated by the Agency.

The Agency has continued to work closely with the six consortia, groups of education service center regions, of the State and with the State Advisory Council for Educational Personnel Development. During the biennium, 49 projects were approved in Texas under the Education Professions Development Act for school districts, service centers, teacher education institutions, and the consortia.

Texas Teacher Center Project

The Texas Teacher Center Project, which grew out of the Texas Trainers of Teacher Trainers (TTT) project includes two components—performance-based teacher education and the Texas Educational Renewal Center (TERC).

The Agency is coordinating the overall project and, with the advice of both Statewide and out-of-state steering and advisory groups, is developing and field testing teacher education models designed to incorporate both the "teacher center" concept—which emphasizes cooperation between schools, service centers, colleges/universities, and the community—and performance-based teacher education.

In June 1970 four teacher centers were activated in Texas under auspices of the TTT project: University of Texas at El Paso, West Texas State University, Texas Christian University-Bishop College, and the University of Houston. At the same time, one was also being developed in Dallas under the sponsorship of a training complex grant from the U.S. Office of Education to Southeastern Oklahoma State College. In 1971-72 the original four teacher centers were expanded; by the end of the biennium 11 centers were under development.

In July 1971, the Texas Education Renewal Center and Texas Information Services (TIS) were added to the project to afford a model Statewide coordination unit linked into a network of education service centers.

Federal Funds Also Provide For Special Training, Aides

Vocational Professional Development

Vocational teacher preparation has also benefited from supplementary funds provided by Federal legislation. Professional development programs have been conducted through summer institutes and inservice activities by colleges and universities, educational personnel development consortia, and education service centers under contracts totaling \$450,689.

Primary priority was assigned to the preparation of vocational teachers for programs for the educationally handicapped and educationally disadvantaged. Consortia C and D, which include Regions IV, V, VI, VII, VIII, X, and XI; East Texas State University; and Texas Tech University conducted professional development programs for vocational teachers, academic teachers, and supportive personnel who provide services for the handicapped and disadvantaged.

A second priority was the preparation of vocational counselors and vocational supervisors. Consortia C and D, Prairie View A&M College, East Texas State University, Texas A&M University, and Texas Tech University have provided instruction to personnel needing increased competency in these two areas.

The State's first teacher education courses for graduate credit in adult basic education were offered during the biennium as a cooperative educational venture between the Texas Education Agency and Texas A&M University. Some 148 teachers and administrators enrolled.

Teacher Corps

Teacher corps programs, funded under Federal legislation, are designed to strengthen educational opportunities for children in areas

with concentrations of low-income families through attracting and preparing persons to become teachers in such areas.

Teacher Corps programs were funded in seven colleges and universities in Texas during the biennium:

- Prairie View A&M College
- University of Houston
- Texas Woman's University
- Texas Christian University
- Texas Southern University
- University of Texas at Austin
- University of Texas at El Paso

Some 200 interns—students in the Teacher Corps program—served in 20 school districts in the State.

Teacher Aides

The number of teacher aides in Texas schools increased during the biennium as State support became available on a ratio of one aide per 20 teachers for the first time in September 1970. Some Federal programs also provide funds which may be used for aides. Agency efforts have been directed toward assisting schools to make most effective use of aides through careful planning and coordination, and by providing inservice training for both teachers and the aides who work under their supervision.

Number of Teacher Aides*		
	1970-71	1971-72
Aides to regular Classroom teachers	9,584	11,517
Aides to special Education teachers	859	1,669
Aides to vocational Education teachers	72	74

*Data from Professional Personnel Assignment Forms include aides supported from Foundation School Program and other sources.

Regional Education Service Centers

Years of
TRANSITION
1970 - 1972

Foundation Program Assumes Support for Service Centers

Base support for Texas' 20 regional education service centers, which have been providing services to school districts for more than five years, was included under the Foundation School Program in June 1972 by the second called session of the Sixty-second Legislature.

Under the General Appropriation Act passed during this called session, the regional centers will receive an annual allotment equivalent to \$2 per pupil in average daily attendance in Texas public schools. During their brief history of change and service, the centers have received their base support primarily under Title III of the Federal Elementary and Secondary Education Act with State funds contributing to media and data processing services. Additional Federal funds support some special projects and services.

The transition to a more stable source of funding will enable each regional unit to give more of its attention to long-range planning for the continuing benefit of the school districts in its service area.

This growing variety of services and the benefits districts may receive is illustrated

by participation of schools. Based on information provided by school superintendents replying to a random sampling of 16 percent of the districts in six different enrollment categories, school participation increased as follows:

<u>School Year</u>	<u>District Participation</u>
1967-68	72.6 percent
1968-69	88 percent
1969-70	96.4 percent
1970-71	98.8 percent
1971-72	100 percent

Originally designed to provide media services to school districts in the most effective and economical manner, the service centers now open opportunities to schools which were literally unattainable a few years ago. Trained specialists skilled in guidance and counseling, in working with handicapped children, in helping to counteract drug abuse, in solving problems unique to the children of migrant farm workers, or in teaching driver education are near every school in Texas and available to every teacher and counselor through the regional center.

The Agency coordinates the efforts of these centers as they work to improve their services to schools. During the 1970-71 school year, for example, instructional media services were provided to public schools having 2,145,190 students in average daily attendance. This figure increased to 2,245,810 during 1971-72.



Acts passed by the Sixty-first Texas Legislature which have a direct effect on the service centers include:

Senate Bill 230—This legislation provided financial support and expansion of services to handicapped students in three areas: (1) regional consultative services to assist teachers and administrators of handicapped students; (2) a special education instructional materials center in each regional unit to make teaching aids designed for use with handicapped children available to all schools on a circulating loan basis; (3) appraisal services by qualified persons to diagnose the educational needs of handicapped students and in many cases to identify the students who need this kind of help.

Senate Bill 684—Computer services supported by this legislation are now available to any school district wishing to participate in electronic class scheduling, grade and attendance reporting, payroll accounting, test scoring, and financial accounting through the regional center.

House Bill 467—Although no funds were provided by the bill enacted by the Legislature, it has had an impact on center operation. Each service center has one staff member assigned to work with schools in planning instructional programs and providing inservice training needed to teach the dangers of crime and of drug abuse.

**Agency
Administration and Services**

Years of
TRANSITION
1970 - 1972

Policies, Procedures Revised By State Board of Education

A number of developments during the biennium will strengthen the leadership and service functions of the Texas Education Agency, which includes the State Board of Education, the Commissioner of Education, and the State Department of Education.

The State Board of Education completely revised its manual of policies and developed a companion volume of administrative procedures.

Since the early 1950's, the Board has operated under written policies with subsequent revisions and updating as needed. However, the enactment of more significant legislation affecting education by the Sixty-first and Sixty-second Legislatures than any previous

sessions since 1949 necessitated a complete revision and change of format.

Included in recent legislation was the recodification of Texas school laws, now contained in the *Texas Education Code, 1971*, Bulletin 721. The Board initiated the revision of policies to incorporate changes based on new legislation, revise past policies, and reorganize and code all materials consistently and logically into two volumes, one containing the policies and the other the parallel administrative procedures.

A limited number of these two-volume sets—*Policies of the Texas State Board of Education* and *Administrative Procedures for the Policies of the Texas State Board of Education*—were printed for official use by members of the State Board of Education, designated Agency offices, and other State agencies and offices. Provisions have been made for periodically updating these manuals in accordance with State law, action of the Board, or direction of the Commissioner of Education.

Years of
TRANSITION
1970 - 1972

Legislation, Court Orders Alter Agency Staff, Role

Some reorganization of, changes in, and additions to Agency staff and functions also resulted from legislation and from court orders.

Following authorization under Senate Bill 11, Sixty-second Legislature, the State Board of Education established the Office of Urban Education within the Agency in September 1971 and confirmed the appointment of an assistant commissioner for urban education. These actions represent the beginning of a new thrust in directing attention and resources toward meeting the pressing educational needs of urban children in Texas.

A new Division of Proprietary Schools and Veterans Education within the Department of Occupational Education and Technology carries out regulatory responsibilities mandated by action of the Sixty-second Legislature (Chapter 32, Texas Education Code, 1971).

Under provisions of Sections 13.210-13.215, Texas Education Code, 1971 (Sixty-second Legislature), an Office of Professional Practices was established to provide supportive and administrative services to the Teachers' Professional Practices Commission to ensure the effectiveness of its operation.

Activities required under Civil Action 5281 U. S. District Court, Eastern District of Texas, Tyler Division, necessitated an increase in staff from three to nine in the Office of Technical Assistance. During 1971-72 as a direct result of the court order, Agency staff identified, visited, and made on-site reviews of 38 school districts with fewer than 250 scholastics with more than 66 percent minority enrollment; identified and made on-site reviews of 144 school districts that had campuses of more than 66 percent

minority enrollment; served on accreditation teams making on-site visits to 117 districts in order to review extracurricular activities and examine personnel practices; and investigated 20 complaints of discrimination filed by parents, students, and teachers in various districts. Reports of these activities, where required, were filed with the Court and/or the Civil Rights Division, U.S. Department of Justice.

In July 1971, the U.S. Office of Education authorized state education agencies to participate in the Federal Excess Personal Property services for adult and vocational-technical education programs. In October 1971 the State Board of Education confirmed the appointment of a State coordinator to discharge the responsibilities of the Agency in administering the acquisition and distribution of this property in Texas.

Other changes in Agency organization were instituted to strengthen services to schools.

Because of increased responsibilities and program growth resulting from recent legislation, a director of special education was appointed within the office of the assistant commissioner to coordinate all special education programs. The Department of Special Education and Special Schools was organized into three divisions to strengthen lines of communication with schools, regional service centers, colleges and universities, and other agencies and to improve State leadership.

Two staff positions were established within the Department of Occupational Education and Technology—one will be responsible for coordination of all vocational curriculum development activities; the other, for coordination of all vocational teacher education and professional improvement activities.

Staff Development

The Agency has continued to provide encouragement, assistance, and training opportunities, where appropriate, through its ongoing staff development program; so that employees may continue to learn and to utilize their capabilities to the fullest extent.

During the biennium, more than 450 staff members have participated in one or more of four categories of education and training available to them and authorized by the Texas State Employees Training Act of 1969, Senate Bill 653, Sixty-first Legislature.

Agency Responds to Urban, Rural Needs

Recognizing that some school districts in the State have special needs, the Agency has developed programs of services to respond to those needs.

Urban Schools

The Office of Urban Education has been charged with coordinating the resources and actions of the Agency in assisting urban school districts to meet the needs of their students. School districts located in urban areas are characterized by both size and greater concentrations of educationally disadvantaged students.

Under the guidance of an advisory committee, which is composed of the superintendents of the seven largest districts, which have 25.9 percent of the school-age pupils in the State, the executive director of the Regional Education Service Center located in El Paso, and others who were selected for their interest in urban education, Agency staff completed a study in 1971 of "The Role of the Texas Education Agency in Urban School Development Over the Next Decade."

The study identified the following priority roles:

- Generate plans for development and evaluation of programs aimed at educational advancement in urban districts.
- Strengthen communication between urban districts and other State and Federal governmental units.
- Prepare suggestions for State Board of Education consideration for proposed legislation to flow needed resources to all school districts in such a manner

that the special needs of urban children are met.

- Consider the special need of urban districts in developing Agency policies and regulatory service functions.

In addition to these activities, the Agency provides leadership and technical assistance to school districts located in the eight Model Cities of Texas. These school districts are Austin, Eagle Pass, Edinburg, Houston, Laredo, San Antonio, Edgewood, Texarkana, Liberty-Eylau and Waco. Through the Model Cities program, which is a five-year Federal, State, and local partnership, it has been possible for districts in these cities to receive over \$2.28 million to support supplementary educational programs and services for children who are both educationally and economically disadvantaged.

Small Schools

Membership in the Small Schools Project, which is coordinated by the Agency, grew to 137 during 1970-72. These schools—the majority offering a 12-grade program to fewer than 500 pupils—pledged, individually and in cooperation with other small schools in their education service center regions, to improve their instructional programs and the professional competencies of their staffs.

The annual week long Summer Workshop provided opportunities for professional growth to 445 participants in 1971 and to 513 in 1972.

Ten Regional Talented Youth Seminar programs provided intellectual stimulation and enrichment to selected superior students.

EMIS Serves Data Needs

Since 1968, the Texas Education Agency has been developing and refining a Statewide educational management information system (EMIS) to serve the data needs of administrators at local, regional, and State levels.

A number of activities are contributing to this integrated information system:

- Development of a master plan;
- Passage of legislation making computer services available through regional centers;
- Establishment of a Statewide advisory group for computer services;
- Development of a reports management system (RMS) at the Agency; and
- Development and implementation of the financial accounting subsystem for school districts.

Following authorization by the Sixty-first Legislature (Section 11.33, Texas Education Code, 1971), the State Board of Education approved the State Plan for a Program of Financial Assistance for Computer Services to Local School Districts by or through Regional Education Service Centers in November 1971. Major objectives of the State plan are:

- To establish a Statewide network or system for providing computer services designed to meet public school educational needs, current and future.
- To identify, develop, and implement those administrative and educational applications and information system uses of computers most feasible for Statewide use.
- To encourage school districts to utilize these applications and assist them in the implementation.
- To ensure that necessary computer services are made as equally accessible to all school districts as is feasible and

cost-quality justified.

- To ensure provision of comparable basic services to all school districts as far as is practicable.

Eight of the 20 education service centers operated computer processing facilities during the 1970-72 Biennium. Four of these facilities were owned and operated by the education service centers.

Leadership for implementation of the State plan is provided by the Agency. Composed of school administrators and service center directors, the 30-member Statewide Advisory Committee for Computer Services plays a key role in guiding the program. One of the major accomplishments of the advisory group during the biennium was development of a long-range plan, *Network-System Plan for Computer Services*, May 1972.

The educational management information system (EMIS), which was conceptualized during 1968 and 1969, is being followed as the master plan in the development of local data processing services, Agency data processing services, and in the evaluation of the reporting requirements levied on school districts.

A reports management system (RMS) has been implemented during this biennium by the Texas Education Agency to manage the flow of data from school districts to the State and to the United States Office of Education. Administered by an Agency-wide management committee, RMS is a vital part of the information system. Basic to RMS is a State and Federal data acquisition plan prepared in advance of each year. The objective is to provide a system whereby school districts may provide information essential to accomplishment of State and Federal responsibilities with a minimum effort to the district.

The first major component of the EMIS to be implemented is the financial accounting subsystem for school districts, published in Texas Education Agency Bulletin 679, which replaces the previous accounting manual.

The State Board of Education has directed

Agency Provides Aid to Administrators

Assisting administrators and supervisors to improve competencies is also of concern to the Agency. The Agency provides consultative assistance in the organization and operation of area workshops and study groups for school principals and superintendents and helps to secure consultants to meet with study groups as needed. It evaluates, with the assistance of school principals, the most effective methods, skills, and techniques on the organization and administration of elementary and secondary schools; and provides liaison with the Texas Association of Secondary School Principals, the Texas Elementary Principals and Supervisors Association, and the Texas Educational Secretaries Association.

In addition, the Agency organizes and coordinates summer workshops for secondary and elementary principals and supervisors and for educational secretaries. Assistance is also given in the planning of State meetings of these professional organizations.

School Plant Services

The Agency continues to serve Texas schools with school facility surveys, custodial surveys, and custodial workshops. During the 1970-72 Biennium, 123 facility surveys and 30 custodial surveys were made, followed by a written report to the district board of trustees. In addition, 20 custodial workshops were held, involving 616 custodians and 297 principals.

The 1971-72 Superintendent's Report revealed an interesting fact. Of the 82 complete new school plants built in Texas in 1971-72, all but two were totally air conditioned.

that the new program-oriented accounting system be implemented during the three-year period, 1971-74. One hundred forty-nine school districts used the system during 1971-72; an additional 285 districts will be using the system during 1972-73.

During this period, the Agency has prepared a publication showing recent trends in school plant planning and design. The bulletin was distributed during the fall of 1972.

School Efforts to Fund New Facilities 1970-72

Bonds voted:	\$424,995,000
Bonds sold:	\$574,264,000
Contracts let:	\$200,242,463

Interagency Cooperation

Also contributing to improvement in educational planning in Texas during the biennium has been the emphasis placed upon inter-agency cooperation. The Texas Education Agency has worked with a number of groups which bring together staff from many state agencies and commissions to plan for areas of mutual concern.

Among these groups are the Texas State Coordinating Committee on Early Childhood Development, the Inter-Agency Council on Drug Abuse, the Texas Advisory Council on Environmental Education, the Inter-Agency Council on Developmental Disabilities, the Governor's Advisory Council on Lifetime Sports, the Governor's Traffic Safety Committee, the Human Resources Task Force for Model Cities, the Texas Advisory Commission on Inter-Governmental Relations, the Committee for Development of a Manpower Supply Demand Information System for Texas, and the Task Force on Developing Five-Year Objectives in Coordinating Federal Expenditures for Educational Funds for the Handicapped.

Needs Assessment Basic to Planning

Planning Basic to Educational Quality

Agency specialists in planning work closely with Texas school districts and regional education service centers to develop local and regional competence for developing and carrying out long-range goals and objectives.

The Statewide framework for educational planning places particular emphasis on the ability to identify the needs of all types of pupils and then determine the objectives which must be reached if these needs are to be met.

Educational Needs Assessment

As a part of its continuing effort to assess the educational needs of Texas pupils, the Texas Education Agency has developed A Statewide Design for Educational Needs Assessment. Two significant studies have been completed as a part of the design. Approximately 69,000 Texas high school seniors were tested in the Texas Achievement Appraisal Study. Based on a replication of the Committee on Public School Education study, this investigation provides demographic information and test scores on the American College Test for a representative sample of 1971 seniors.

The Texas Assessment of Reading and Mathematics tested approximately 22,000 sixth grade pupils with criterion-referenced tests. Teachers, principals, and supervisors of participating districts received specific information on pupil mastery of learner objectives in reading and mathematics. Regional and Statewide information was obtained for various subpopulation groups defined by such factors as ethnicity, gender, and location of school. Learner objectives which were judged to be basic for all pupils were also identified.

Accountability

A number of social and political developments in Texas and throughout the nation have converged during the past few years to produce widespread demands for accountability. The growing public movement for evaluation and cost-benefit analysis of resources spent on the public schools, and the trend to define goals and objectives in performance terms have all combined to generate this demand.

Activities such as the assessment studies are steps toward developing an accountability system for Texas public schools.

Information from another study to evaluate the educational experiences of students leaving or graduating from the high schools of the State during the years 1963-64 and 1968-69 will also contribute to accountability. The results of the Texas Education Product Study should be helpful to leaders in education in planning educational programs in keeping with the needs of both the individual in the society and the economy. The study, which will involve a 5 percent sample of the population in the years 1963-64 and 1968-69 from 89 school districts, is scheduled for completion in late 1972.

Dissemination

Recognizing that educators must have a continuing flow of information about educational programs and that the public has a right to know about public school education, the Texas Education Agency has also developed a dissemination system. Printed and audiovisual materials and activities such as conferences are used in keeping people fully informed on education in the State.

New Accreditation System Emerges During Biennium

Accreditation is the means whereby the State Board of Education, as authorized by Section 11.26 (5) of the Texas Education Code, 1971, ensures that school districts meet certain minimum educational requirements and encourages schools to exceed these standards.

A Search Begun. Although the existing system of district-wide evaluation through on-site visits by Agency staff members had served well since its 1955 inception, the Agency, by 1970, recognized that something better was needed. The existing system of accreditation was continued at a reduced rate while a replacement was sought.

A Goal in Sight. As the biennium ended, the main outlines of the new accreditation process had emerged. It should soon be possible, using data processing and statistical techniques, to make an annual review of every district's school-pupil performance, including such indicators of the quality of an educational program as attendance, holding power, and pupil achievement, in terms of such factors as resources available, curriculum offered, scheduling, size and location of district, and characteristics of the pupil population. From this analysis, it should be possible to identify those schools which need assistance to upgrade their programs.

Schools visited for accreditation purposes, 1970-72.....	237
Number meeting standards.....	200
Number placed on probation.....	37
Total number of schools reviewed, 1970-72.....	811

A Time of Transition. Other activities and changes in school accreditation during the

biennium also reflected emphasis upon proof of performance.

In compliance with legislation from the Sixty-second Legislature, the Agency:

- Developed a new accreditation standard to require every district to establish procedures for determining staff competency (House Bill 235);
- Supervised pilot programs in the four-quarter plan and developed a plan for awarding high school graduation credit on the quarter system (House Bill 1078);
- Revised accreditation standards to require all districts to keep student health records which include information about the immunizations mandated under law (Senate Bills 27 and 971); and
- Revised accreditation standards to require districts to develop job descriptions for professional staff (Senate Bill 74).

Other accreditation standards were also revised to support improvements in curriculum and school programs, including:

- Redefining the unit of credit in terms of successful completion of course objectives as well as the number of clock hours offered;
- Allowing credit by examination or by performance test;
- Encouraging local initiative in curriculum development by allowing successful courses not on the approved list to be counted in the basic 16 units for graduation; and
- Expanding adult education opportunities by allowing high school completion through supervised home-study programs (correspondence courses).

State International Education Program Emphasizes Culture

Since the termination of the Federally-funded Regional Educational Agencies Project on International Education with three other states in 1971, Texas has continued its international program with stress on the relationship between international activities and the cultural component of the Statewide Design for Bilingual Education. A *Guide for Implementing International Education Programs* was developed as a result of the interstate project and distributed to the other 49 states to assist them in developing cooperative educational programs with other countries.

The agreement between the state of Nuevo Leon in Mexico and Texas for exchange of teachers continues each year. Nuevo Leon teachers are placed in bilingual programs in Texas to teach the Spanish language, history, culture, and other subjects.

Twenty teachers of English from abroad visit Texas schools for six weeks each year to study and learn techniques of teaching English as a second language and to observe administrative and supervisory procedures in Texas schools. This program is operated in collaboration with the Teacher Exchange Section of the U.S. Office of Education.

Youth for Understanding for high school students was introduced in the State in 1971. It is one of several organizations in the United States that provides, in cooperation with the Department of State, for the exchange of students between the United States and other countries. Through these programs students are sent to live in homes abroad and students from abroad come to live with

American families. Over a 100 students have been involved in this exchange.

Good Neighbor Scholarship Aid Continues

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 this biennium the number of applicants increased to an average of 400 each year. The State Board of Education approves the recipients of the scholarships recommended by State-supported colleges and universities. Currently scholarship recipients are enrolled in 14 Texas institutions of higher education.

Transition To the Future

1972 - 1974

Goals for Education in Texas

Framework for Agency Efforts

Assigned the State's responsibility for public school education, the Texas Education Agency will continue to direct attention during the coming biennium toward improvement of its operation and services.

Goals for Public School Education in Texas, adopted by the State Board of Education, will provide the broad framework for Agency efforts to strengthen education for all of Texas' children and youth.

Strengthening the Instructional Program

Emphasis will be placed upon assisting schools to strengthen ongoing and to implement new programs, such as environmental technology. The 1972-73 school year is the last year for piloting this program, which was developed in cooperation with industry. Approximately 4,000 students will have been involved in nine school districts. During the 1973-74 school year and thereafter, the Agency will assist other schools across the State to implement this and other proven programs.

Strengthening Teacher Preservice and Inservice

Ensuring that qualified personnel in adequate numbers are available to staff Texas schools is a major concern of the Agency. The Agency will continue to work with teacher preparation institutions, school districts, and service centers in improving preservice and inservice for all teachers, with emphasis upon areas of special need.

To implement comprehensive special education programs Statewide will require more teachers and other personnel than are currently prepared for such assignments. In 1970-72, 6,300 special education teachers provided programs for over 135,000 pupils. Of these teachers, 1,425 were on permits for special assignment because they were not fully qualified in the area of special education to which they were assigned. As more school districts implement comprehensive special education, additional teachers are needed. The Agency will continue efforts to assist in meeting this demand.

Additional priorities identified for special emphasis during the binnium include:

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

Development of a New Educational Plan and Method of Financing

Especially during the coming biennium will the Agency be concerned with implementation of the new educational plan and method of financing which may result from the current study of public school financing. The study directed toward Texas' education system and method of financing that system

has implications for strengthening educational opportunities for all the State's boys and girls. In today's world constant re-evaluation and improvement are required in all areas of our public schools. In the coming biennium, the Texas Education Agency will provide leadership for that effort.

Career Education

In 1972-74, the Texas Education Agency will place priority upon full implementation of career education in all Texas schools and, has established, among other objectives for career education, the following:

- Development of instructional materials in all subject areas of the public school

curriculum which will assist teachers to incorporate career education concepts;

- Providing technical assistance to schools in strengthening career education; and
- Improving inservice education for teachers in career education.

Bilingual and Multicultural Education

Recognizing the need to strengthen education for all children, the Agency will also direct major attention to bilingual and multicultural education during the coming biennium. Among objectives for this priority are the following:

- Assisting schools to implement bilingual and multicultural education programs; and
- Strengthening preservice education and developing a Statewide program of inservice education for teachers of bilingual and multicultural programs.

Reading and Mathematics

During the biennium, the Texas Education Agency will also emphasize strengthening reading and mathematics instruction. The Agency has adopted a long-range Right to Read program which will serve as the basic guide for reading programs. Efforts in strength-

ening mathematics education will be built upon implementation of the programs described in the bulletin *Mathematics Kindergarten Through Twelve*, developed during the 1970-72 Biennium.

Quarter System

As an Agency priority for 1972-74, strengthening the quarter system plan of operation will be emphasized. Among objectives contributing to this development are the following:

- Revising guidelines for the quarter system and other supplementary documents on the basis of experience during the 1972-

73 school year;

- Providing technical assistance to education service centers and school districts in strengthening operation of the quarter system; and
- Assisting schools to develop community understanding and support of the quarter system.



Strengthening Instructional Materials and Resources

Following a grassroots study of instructional resources, the State Board of Education identified a number of action steps for the 1972-73 school year. Among them are developing and testing a preliminary design for determining the educational devices to be

included in an instructional resources system and developing pilot demonstrations of local learning resources centers. These and other steps will contribute to Agency efforts to improve instructional resources for Texas pupils and teachers.

Management Information System

During the biennium priority will also be given to further development of the management information system. Among specific objectives for this priority is providing computer services to Agency staff and other

educational decision makers to assist them in meeting information needs in planning, coordinating, administering, and evaluating public school educational programs in Texas.

Accountability

Nationally, there is a growing concern for relating costs in education to learner outcomes. Diverse State and Federal programs require comprehensive planning and evaluation in order to realize the greatest potential from scarce resources and to improve programs.

During the biennium, the Agency will strengthen its own operation and services and will work with a limited number of school districts to develop evaluation criteria, techniques, and procedures which will contribute to improved educational accountability at the local, regional, and State levels.

Community School

The Agency has identified "community education" as a priority and has defined a "community school" as one which focuses on the total community population and attempts to meet educational needs of children, youth, and adults and works in full concert with other agencies and groups to fulfill social,

economic, and environmental needs.

Among objectives for this priority is implementation of the community school concept in 150 school districts by the end of the 1974-75 school year.

Continuing Cooperative Endeavors

The Agency has participated in and will continue to cooperate with committees established by the Legislature to study various facets of education.

Texas is committed to quality education for every person. Objectives set and activities planned by the Texas Education Agency for the biennium are in keeping with that mandate.

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Texas Education Agency

Years of
TRANSITION
1970 - 1972

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