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A study of the impact of the Federal ECIA, Chapter 2, block grant program on elementary and secondary education in the state of Oregon

Mary T. Rose
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A STUDY OF THE IMPACT OF THE FEDERAL ECIA, CHAPTER 2,
BLOCK GRANT PROGRAM ON ELEMENTARY AND SECONDARY
EDUCATION IN THE STATE OF OREGON

By

Mary T. Rose

A dissertation submitted in partial fulfillment
of the requirement for the degree of

DOCTOR OF EDUCATION

in

PUBLIC SCHOOL ADMINISTRATION AND SUPERVISION

Portland State University
The University of Oregon

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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

The members of the Committee approve the dissertation of Mary T.

Rose presented June 3, 1985.


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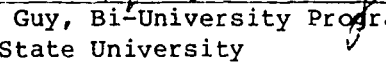

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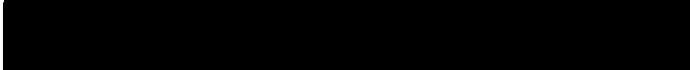

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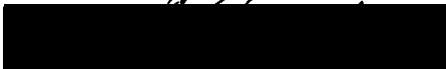

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AN ABSTRACT OF THE THESIS OF Mary T. Rose for the Doctor in Education in
Public School Administration and Supervision presented June 3, 1985.

Title: A Study of the Impact of the Federal ECIA, Chapter 2, Block Grant
Program on Elementary and Secondary Education in the State of
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The Education Consolidation and Improvement Act (ECIA), Chapter 2
Block Grant Program consolidated over thirty antecedent special purpose
categorical programs into one educational block grant program with federal
funds apportioned to the states generally on the basis of proportionate
school-age populations. The ECIA specified that state programs are to be
administered within the framework of "nonregulatory guidance," a federal
stance intended to minimize federal and state interference with local
educational endeavors. Traditionally, federal aid to elementary and
secondary education has addressed specific needs and purposes thought to
be of high priority in support of a national interest; the ECIA block

grant program represented a dramatic departure from past federal aid education policy and practice.

The study concerned the fiscal, governance and educational impact of the ECIA program on elementary and secondary education in Oregon from its inception in 1983 through the 1985 fiscal year. While several national studies have been reported, Oregon has not been included in the national samples; and no block grant research has been reported in Oregon.

A review of the national literature and research provided a rationale for the development of hypotheses of redistribution of federal aid to elementary and secondary school districts. In addition, increased federal aid to local educational agencies, a continuation of decreased federal funding for state educational agency positions, and an expansion of federal aid to private schools were central hypotheses of the study.

Interviews were conducted with Oregon Department of Education officials, members of the State Block Grant Advisory Committee and local educators. State documents and plans were studied and analyzed. Oregon's 309 elementary and secondary school districts and seven state institution schools were classified into five recipient groups: (1) Population Center, (2) Suburban, (3) Metropolitan-Urban, (4) Rural, and (5) State Institutions. School districts' gains and losses within groups and among groups were computed and reported.

The study found that the block grant program, while relatively small compared to total educational spending, assumed importance at the local levels in funding computer acquisition and related staff development programs. It also has represented an increased access to federal aid for the private school participants. The study showed that the metropolitan

school district of Portland and the state institution schools were the only two groups to lose federal aid in the transition from the antecedent categorical programs in 1982 to the first year block grant program in 1983. The proportion of federal aid per pupil going to the suburban and population center school districts increased compared to other recipient groups. The block grant program for federal aid to education has resulted in mathematical equity in the distribution of funds by making funding levels proportionate to the percentage of students in each school district group.

The study found that the block grant set aside at the state level, approximately \$1.0 million per year, is a significant source of funds to support educational change and reform. The Oregon Department of Education has used block grant funds as a major revenue source to support the Oregon Action Plan for Excellence (OAPE). Also, the set aside funds permit ODE to continue programs and services that otherwise would not or could not be supported from non-federal funds.

The study concluded that the program had moved federal aid away from targeted needs; particularly in the metropolitan area of Portland, and that federal aid in the absence of strongly worded purposes and national interests can evolve into revenue sharing.

The research on block grants in education has been concerned with the means and mechanisms used in the block grant programs and has not been concerned with the more important questions of national interest and purposes served by federal aid to education. There is a need to address these larger questions concerning the role of the federal government in supporting elementary and secondary education.

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To Dr. John Lind, my major advisor, I express my sincere appreciation for the support and direction he has provided throughout my doctoral study. I am grateful to Dr. Max Abbott who guided my preliminary study and provided a knowledge base in governance and policy in education. Also, appreciation is extended to Dr. Walt Ellis, Dr. Michael Carl, and Dr. George Timmons for the time they spent in reviewing and critiquing this thesis, and to Dr. Leonard Robertson for his part as a member of the examining committee.

Most of the data used in the analysis was provided by officials at the Oregon Department of Education. Their cooperation made this study possible.

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DEDICATION

This work is lovingly dedicated to my father, Elbert E. Tate, for his constant faith and encouragement.

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CHAPTER I

INTRODUCTION TO THE STUDY

Background

The politics of education in general, and school finance, in particular, are shaped by events that reflect broad shifts in economic and political concepts. Reflecting the economic growth of the nation, the fiscal condition of public school education improved significantly in the 1970's. Total revenues increased, educational spending in real dollars increased, personnel salaries improved, and staffing increased resulting in fewer pupils per teacher.

As the gross national product (GNP) increased, school revenues remained a fairly constant 3.8% (GNP) between 1969 and 1979 resulting in increased educational funding. Education's share of the GNP dropped to 3.7% in 1980 and to 3.5% in 1981. The recession in 1982 caused a decline in the growth of the GNP. Since then, school revenues as a percentage of the GNP have risen slowly leveling at 3.6% in 1984.

Educational revenues as a percent of personal income remained at about 4.5% to 4.7% between 1969 and 1980. Revenues declined to 4.3% in 1981. An increase of 0.1% occurred in 1981 and 1982. As shown in Table I, as a percentage of both the GNP and personal income, educational revenues seem to be stabilizing.

TABLE I
ELEMENTARY/SECONDARY PUBLIC SCHOOL
REVENUES FOR SELECTED YEARS

School Year Ending	Total Revenues (Billions)*	Percent of GNP**	Total Revenues as a Percent of Personal Income
1969	\$ 35.5	3.8	4.7
1979	87.4	3.8	4.6
1980	95.1	3.7	4.6
1981	102.8	3.5	4.3
1982	110.1	3.6	4.3
1983	120.4	3.7	4.4
1984	127.6	3.6	4.4

	1979	1980	1981	1982	1983	1984***
GNP	\$2,329.80	\$2,524.60	\$2,901.80	\$3,041.20	\$3,272.00	\$3,501.00***
Personal income	1,892.50	2,079.50	2,380.60	\$2,553.50	\$2,713.60	\$2,930.10***

*National Education Association, Estimates of School Statistics, selected years.

**As of second quarter, seasonally adjusted, Survey of Current Business, selected years.

***Estimated

Source: Allen Odden, Education Commission of the States, 1984, p. 1.

The federal share of educational spending reached its high point in 1979 when 9.3% of public elementary and secondary school revenues came from federal sources. As shown in Table II, the proportion of federal spending declined to 6.4% in 1984. During the period from 1969 through 1980, the states, as a source of school revenues, assumed increased importance with nearly a 10% increase in state revenues. During the same period, revenues from local sources dropped from 52.7% to 44.5%, a decline of 8.2%.

TABLE II
DISTRIBUTION OF REVENUES BY SOURCE

School Year Ending	State	Local	Federal
1969	39.9%	52.7%	7.4%
1979	47.1	43.6	9.3
1980	48.9	42.0	9.2
1981	48.8	42.7	8.5
1982	49.1	43.2	7.7
1983	48.4	44.8	6.8
1984	49.1	44.5	6.4

Source: Allen Odden, Education Commission of the States, 1984, p. 3.

In some states, tax limitations and/or taxpayer resistance affected the ability of states to increase educational spending and to increase the rate of state support. Local and state aid support rates became disparate among the states.

The New Federalism

Federal participation in public elementary and secondary education traditionally has sought to address specific needs and purposes thought to be in the national interest. Inherent in this liaison of state and local agencies with the federal government has been the need to obtain the funds necessary to support federally mandated programs and to seek competitive grants for innovative projects.

The Reagan election in 1980 reversed this trend and introduced a new concept of "fiscal federalism." The Education Consolidation and Improvement Act of 1981 (ECIA) was the first expression of the Reagan

approach to federal aid for education. The Reagan view is that while education is a public and private good and is deserving of public support, it is primarily a family, local, and state responsibility. This philosophy was apparent at the National Republican Convention when, Ronald Reagan, speaking as a candidate stated:

Everything that can be run more effectively by states and local governments we shall turn over to states and local governments--along with the funding sources to pay for it.
(Davis & Shannon, 1981, p. 18)

The passage of the ECIA represented an expression of the administration's priorities of channeling federal aid to states and local school districts with a minimum of direction from the federal government.

The New Legislation -- ECIA

The Education and Consolidation Improvement Act, commonly referred to as the "Block Grant" legislation, contained two major sections, Chapters 1 and 2. Chapter 1 included the former Title 1 programs for low income families and economically deprived students. Chapter 2 consolidated the former multiple categorical programs in three major programs. It also established new procedures for the apportionment of these funds to the states with "nonregulatory guidance" to govern the states' oversight of the funds in elementary and secondary programs. The act provides that block grant funds can be used by local school districts to supplement existing programs or to fund new programs authorized by the act. The new procedures emphasize citizen participation and representation in the governance and control of within state

allocations. ECIA legislation mandates that block grant federal aid benefit all school children, both public and private, and that governmental interference at both the federal and state levels would be minimized in the allocation and utilization of federal aid (see Appendix A).

ECIA legislation reflected the posture of the Reagan administration's "New Federalism." In an Informational Memo published by the American Education Research Association, David Florio (1982) writes:

Debate and action over the federal role in education may be as simple as the President's description of the 'New Federalism,' that is, a total transfer of funding responsibility and a 'goal' of turning over revenue sources to other levels of government, with little commentary on essential national government functions, such as research, data collection, assurance of equal opportunities and access. (p. 3)

The Problem For Study and Research

This study concerns the fiscal, governance and educational impact of the ECIA program on elementary and secondary education in Oregon from its inception in 1983 through the 1985 federal fiscal year.

While several national block grant studies have been reported, Oregon has not been included in any of these samples. No research has been reported concerning the impact of the ECIA block grant program on elementary and secondary education in Oregon.

The major questions in this study were developed from a preliminary study conducted under the supervision of Dr. Max Abbott, University of Oregon, in 1984. Given this preliminary study and a thorough review of the literature and research on block grants in education, six major questions were raised:

1. What are the implications of the block grant program for the governance, administration and financing of elementary and secondary education in Oregon?

2. In what way has the block grant program changed the distribution of federal aid to Oregon school districts?
3. How have block grants affected the capacity of the Oregon Department of Education to provide services to Oregon schools and school districts?
4. How have local school districts utilized block grant funds? For example, have school districts purchased computer hardware instead of investing in salary, and staff development?
5. What is the extent of private school participation in block grant programs? Who participates, how much is allocated, what is purchased, and what issues, if any, exist?
6. What is the role of the State Block Grant Advisory Committee? Who serves, who appoints, how are decisions made, and what issues, if any, exist?

Limitations of the Study

This study is properly called an "ex post facto" research study. Historical data pertaining to the distribution of block grant funds to local school districts were used to assess redistribution of funds and analysis of results affecting Oregon school districts. The research is limited in its ability to project future practices. Changes mandated by the Federal government could affect future projections.

Data collection and analysis were limited to the Chapter 2 block grant program of the Education Consolidation and Improvement Act. Excluded from this study are Chapter 1, categorical aid, and Chapter 3, general provisions of the Act.

The scarce resources of time prohibited a study of the total population of 309 public school districts and the private school population in Oregon. The practices and opinions of local district personnel are reported with no claim made that these can be generalized to the total populations of 309 school districts and private schools.

Definition of Terms

LEA -- Local Education Agency which may be a school district or educational service district.

SEA -- State Education Agency which refers to the Oregon Department of Education.

Antecedent Programs -- Refers to the federal categorical programs incorporated into Chapter 2 of the Federal ECIA.

Public Schools -- Refers to schools operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which are supported primarily by public funds.

Private Schools -- Refers to schools established by agencies other than the State or its subdivisions, primarily supported by other than public funds and who comply with civil rights legislation and are eligible to receive block grant funds through LEAs.

Recipient Organizations -- Refers to five school groups based on geographic location and type of organization: Population Centers; Suburban; Metropolitan-Urban; Rural; and State Institutions. (See page 49 for definitions).

Significance of the Study

Chapter 2 of the Education Consolidation and Improvement Act was a major shift in the federal government's educational policy. It consolidated several antecedent programs into a block grant program with "nonregulatory guidance" replacing rules and regulations. Where previous programs had targeted special needs groups, the federal govern-

ment now plays less of a role in setting educational priorities and providing support for education. With states and localities having greater control over programs and resources, it would appear that Washington has "abandoned its responsibilities for the have-nots" (Kirp & Jensen, 1983, p. 206). This study addresses the issues of redistribution of resources as it affects special need populations and will be of interest to educational policy and decision makers in Oregon.

The flexibility in the use of block grant funds provides opportunities for local school districts to make choices regarding the use of funds to reflect different priorities of local school districts. The examination of the use of funds to determine "sameness" in local plans or the use of funds for genuine innovation or long-term projects will be of interest to state departments and school districts in policy and decision making.

The practice of providing federal aid to private schools occurred with the passage of the Elementary and Secondary Education Act of 1965. The private schools are receiving nearly three times as much federal education aid under Chapter 2 as they did under the categorical programs (Henderson, 1984). The responsibility and administrative time constraints placed on the LEA for coordinating the private school program and the use of funds by the private schools will be of interest to taxpayers, state agencies, and policy makers.

Organization of the Study

Including this chapter, the study is organized into five chapters.

Chapter II -- Review of related literature: Federal aid to education and the Chapter 2 Block Grant program are reviewed. The review centers on the historical basis for federal aid to education and the evolvement of categorical aid programs. Recent research will focus on the shift to the Federal block grant program with redistributive effects upon the states.

Chapter III -- Research Design and Methodology: The data collection and data analysis procedures utilized in this study are described.

Chapter IV -- Presentation and Analysis of the Data: This chapter contains tables, graphs, and specific findings.

Chapter V -- Conclusions and Implications: The findings are summarized, conclusions are drawn, and implications of the findings are described in the final chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Perspectives of Federal Aid

Federal support of public school education predates the United States Constitution. Under the Articles of Confederation, the Ordinance of 1785 was passed reserving tracts of land for the support of schools. This principle was ratified in 1787 when the Northwest Ordinance dedicated federal land for public school support. The federal government's purpose was stated in the Preamble to the Act: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged" (Tiedt, 1966).

The Tenth Amendment to the Constitution states that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the States respectively, or to the people." Since the Constitution makes no reference to education, the Tenth Amendment legitimizes education as the legal responsibility of the states (Johns & Morphet, 1969).

Article 1, Section 8 further establishes the federal role. Commonly known as the "General Welfare" clause, the clause deals with levying and collecting taxes, payment of debts, and providing for the

". . .common Defense and general Welfare of the United States. . . ."

The passage of the Social Security Act of 1935 was a landmark legislative enactment regarding "general Welfare." A number of social welfare categorical programs were created, including old-age assistance, child welfare, and aid to dependent children. The Supreme Court, in upholding the constitutionality of the act, established a legal foundation for the federal grant-in-aid system to reach into domestic areas (Barfield, 1981). The significance of the words "general welfare" and the Supreme Court decision have been interpreted to include education and provide a Constitutional rationale for federal aid to education (Johns, Morphet, & Alexander, 1983).

Constitutional omission has caused historians to investigate the nation's conflicts regarding critical issues affecting national security, the economy, or special interests of various constituencies. Addressing this issue, Spurlock (1955) writes, "The failure of the Constitution to mention education represents no compromise nor any intent to make education an express function of state governments. It probably represents nothing more than the then prevailing view of education as a private, or a religious, or a philanthropic function" (p. 15). This omission, the broad interpretation of Constitutional amendments, and judicial decisions vested the federal government with implied powers. The issue is not whether the federal government has powers regarding education but the extent to which these powers should be exercised (Johns, et al., 1983).

It is a fact, however, that throughout the nation's history the Federal government has assisted in financing many types of public

educational institutions, including the public schools. Public education has been regulated and controlled to some extent by the federal government as it has operated practically every type of educational program and numerous special programs (Johns, et al., 1983).

In the early 1800's, federal involvement in education was a minor issue since the few schools in existence were private and usually were operated by religious sects. The late 1800's were marked by a rapid increase in the number of public schools, and by 1900, over 90% of the nation's elementary and secondary schools were in public systems financed and directed by the local communities. The debate over public versus private schools abated in the 20th century when the focus shifted to questions of financing schools (Eisenberg & Morey, 1969).

Lacking a comprehensive plan for nationalizing American education, the federal role emerged slowly and usually through a series of specific responses to the nation's educational needs (National Education Association, [NEA], 1983). Underlying these needs, the federal government's role historically has had five major components:

1. Address social objectives that are perceived to be in the national interest,
2. Encourage state and local governments to initiate specific programs or activities,
3. Equalize financial resources between geographical areas of the nation,
4. Supplement state and local funds to carry out certain programs of local, regional, or national significance, and
5. Improve state and local administrative structures and operations (McKeown, 1981, p. 400).

In the absence of an established policy, the federal government resorted to creative redefinitions of education. For example, early support for agricultural development precipitated the signing of the first Morrill Act in 1862 establishing the role of federal aid to education. This legislation provided an endowment to states for colleges to teach "agriculture and mechanical arts." The Act was amended in 1890 to include federal support to a broader range of subjects and to preclude racial discrimination toward those receiving the services of land grant institutions. With World War I pending and the population increasing in the cities, the federal government cast education as a tool for manpower development and passed the Smith-Hughes Vocational Act in 1917. The federal role expanded at a remarkable rate with World War II emerging as a good dividing line between historical and modern federal school aid proposals and programs (Garms, Guthrie & Pierce, 1978).

As Congress responded to the perceived and changing values of the public, a myriad of legislation was passed affecting education. The Servicemen's Readjustment Act, commonly referred to as the GI Bill, was the first major legislation providing funding for veterans to advance their education. This interaction of state, local, and federal governments caused Morton Grodzins to write this metaphor in 1960 describing our current system of federalism:

The American form of government is often, but erroneously, symbolized by a three-layer cake. A far more accurate image is the rainbow or marble cake, characterized by an inseparable mingling of differently colored ingredients, the colors appearing in vertical and diagonal strands and unexpected whirls. As colors are mixed into the marble cake, so functions are mixed in the American federal system. (Barfield, 1981, p. 10)

This mingling of "colors" and "strands" has produced involvement by the federal government at all levels of the educational structure. The Elementary and Secondary Education Act of 1965 viewed education as the primary tool in the fight against poverty with the enabling legislation providing financial resources accompanied with stringent guidelines through state educational agencies to the local school district level. The ESEA legislation increased the capacity of the states to intercede on the federal government's behalf at the local school district level. State agencies were required to approve local projects for federal funds and to monitor the programs (Wirt & Kirst, 1983). The "Great Society" era of the Johnson administration was a time of rapid growth of federal involvement with 240 categorical aid programs created, 109 being enacted in one year alone (Barfield, 1981).

Federally funded programs usually were categorical in nature and were targeted at specific purposes with a body of rules and regulations to assure accountability and to guard against supplanting state and local funding with federal aid. Categorical grants formed the backbone of federal involvement with social programs over the years (Caulley, 1982). Federal and state education agencies provided careful oversight and monitoring thought to be necessary for the wise and prudent management of funds used at the local school district levels. The federal and state oversight increased the amount of time and resources devoted to program management at the local levels. Excessive regulation caused local school boards and administrators to seek more control at the local level in determining the appropriate use of federal funds.

Complaints were not based as an attack on federal education aid but as an effort to reduce federal activities (Jones, 1985).

The Nixon administration attempted to slow this growth with rhetoric that the government had taken on too many responsibilities and was incapable of solving all of the nation's domestic problems (Barfield, 1981). However, the demise of the administration resulted in the dilution of many of the Nixon proposals. The Carter years were affected by persistent inflation and tax revolts calling for constitutional amendments to limit spending and to force balancing budgets. All of these events had a direct impact on the federal grant-in-aid system. Under Carter's direction, the federal aid program to education was reduced and with the election of Reagan, the machinery was in place for further financial reductions to education and for a change in governmental policy from categorical aid to block grants.

The shifting to block grant proposals by the Reagan administration was based on the ground that more service at less cost would occur because of administrative efficiencies and that block grants would return the authority to control programs to the state and local governments. In testimony before the House Subcommittee on Manpower and Housing, Office of Management and Budgeting Director David Stockman laid out the political and constitutional arguments for the block grants:

(Block grants) will return responsibility for determining program composition and service levels to the more appropriate state and local levels of government...We are proposing to move beyond a strategy of incremental reform...We are proposing to allow states and localities to respond to and be responsible for their own needs, rather than to improve nationwide priorities and operating methods defined by Washington...State and local governments are not ministerial appendages of the Federal

Government; they are functioning governments and should be treated as such. (Barfield, 1981, p. 35)

The Reagan Administration offered the Omnibus Budget Reconciliation Act of 1981 as the primary vehicle of the "New Federalism," a program designed to reduce the federal regulatory role and provide state governments broad discretion in allocating federal resources. The "New Federalism" was based on the thesis that regulations associated with federal grant-in-aid programs are unnecessarily burdensome and that state governments are better equipped to make funding decisions concerning the design of Federal assistance programs (Committee on Government Operations, 1983).

The Education Consolidation and Improvement Act

The Education Consolidation and Improvement Act (ECIA) consolidated several programs of the Elementary and Secondary Education Act (ESEA) of 1965. Title 1 of ESEA, a multi-billion dollar compensatory program for disadvantaged children was superseded by Chapter 1 of the ECIA. The Chapter 1 program continues to provide financial assistance to state and local education agencies to meet the special needs of educationally deprived children. With some modifications, the program retained a categorical status with the criteria and regulatory oversight of the previous Title 1 program.

Chapter 2 of the ECIA repealed 40 antecedent categorical programs and consolidated authorizations and appropriations into three subchapters. Table III shows each subchapter and includes program purposes which were formerly authorized by Congress in other titles or acts.

The categories in Table III are for local planning purposes only and relate more to the antecedent categorical programs than to future federal control. There is no requirement for a fixed percentage to be allocated in each category or that all three categories be utilized (Jones, 1985).

TABLE III

ECIA CHAPTER 2 BLOCK GRANT PROGRAM

Subchapter A--Basic Skills Development

ESEA Title II--Basic Skills

Subchapter B--Educational Improvement and Support Services

ESEA Title IV-B - Libraries and Learning Resources

Title IV-C - Improving Educational Practices

Title IV-D - Guidance, Counseling and Testing

ESEA Title VI - Emergency School Aid-Desegregation

HEA Title V-A - Teacher Corps

Title V-B - Teacher Centers

NSFA of 1950 - Precollege Science Teacher Training

Subchapter C--Special Projects

ESEA Title III-A - Cities in Schools/Push for Excellence

Title III-B - Metric Education

Title III-C - Arts in Education

Title III-D - Preschool Partnership

Title III-E - Consumer Education

Title III-F - Youth Employment

Title III-G - Law Related Education

Title III-H - Environmental Education

Title III-I - Health Education

Title III-J - Corrections

Title III-K - Dissemination

Title III-L - Biomedical Sciences

Title III-M - Population Education

Title III-N - International Understanding

Title VIII - Community Schools

Title IX-A - Gifted and Talented

Title IX-B - Educational Proficiency Standards

Title IX-D - Safe Schools

Title IX-E - Ethnic Heritage Programs

Career Education Incentive Act

Follow Through Programs

Table III (Continued)

In addition to the programs consolidated in the above noted subchapters, the Secretary of Education, under Subchapter D--Secretary's Discretionary Funds, is authorized to carry out directly or through grants to or contracts with state, local and other educational agencies, the following programs:

- Arts in Education
- Alcohol and Drug Abuse Education
- Educational Television Programming
- Inexpensive Book Distribution
- National Diffusion Network

Source: Ohio Department of Education, 1982, p. 2.

The objectives of the consolidation, as stated in the law, are to reduce administrative and paperwork burdens and to permit the use of federal aid in accordance with the educational needs and priorities of state and local educational agencies. The law further vests the basic responsibility for the administration of Chapter 2 monies in an agency designated by the state (Silverstein & McMullan, 1981). Federal guidelines are "nonregulatory" and requirements for reporting are minimal.

The Chapter 2 program has other characteristics that distinguish it from the antecedent programs. Title IV-B of the Elementary and Secondary Education Act (ESEA), the largest of the antecedent programs, distributed funds through state educational agencies to local school districts on a formula grant for school aged children. Title IV-B funds had been used primarily to purchase books, equipment, and instructional materials and often represented the only federal aid

received by schools in the rural areas or in small population centers (Corbett, Rossman & Dawson, 1983).

The funding for the other 27 antecedent programs was awarded on the basis of competitive grants with the largest grants funded by the Emergency School Aid Act (ESAA) to assist school districts undergoing desegregation. In FY 1981, the ESAA appropriation totaled almost \$149 million. Since these funds were concentrated in metropolitan areas, most ESAA recipients were awarded sizeable grants, often in excess of \$1 million. In FY 1982, the first year of the block grant program, the total appropriation for Chapter 2 was \$565 million, a marked reduction from the FY 1980 antecedent programs allocation of \$805 million (Jung & Stonehill, 1984).

Block grants represent less than 10 percent of all federal spending on education (Caldwell, 1982). The funding redistribution of the block grant program has had a profound effect on the way state educational agencies operate and on urban, desegregating districts. In FY 1983, the first year of the block grant program, 25 states and Washington, D.C. lost large amounts of federal money. Thirteen states gained significantly and twelve received about the same amount. Figure 1 shows the percentage gains and losses among the states. The actual percentage change ranged from a loss of 59% in Delaware to a gain of 30.7% in Alaska. Table IV shows the states' dollar gains and losses with the percentage change.

These significant changes seem to have an impact on policy makers far in excess of the program's relative dollar amount. In 1982, the American Association of School Administrators issued a policy statement

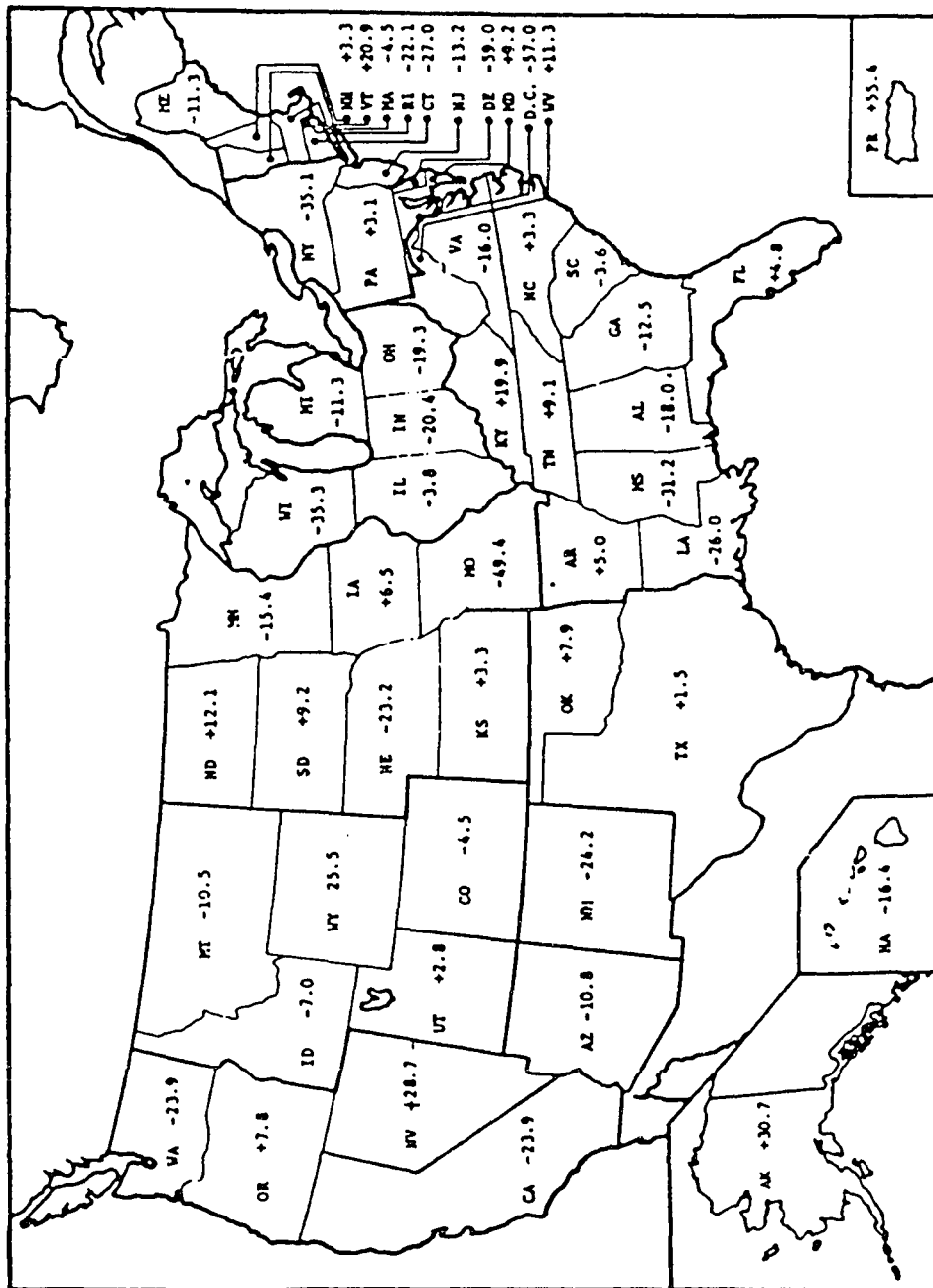


Figure 1. Percentage gain/loss for states under the education block grant v. antecedent programs. Source: Versteegen, 1982.

TABLE IV
STATES' GAINS AND LOSSES UNDER BLOCK GRANTS

State	1981 Actual Obligations	1982 Continuing Resolutions	Percent Change
Alabama	\$ 9,310,777	\$ 7,638,238	-17.9
Alaska	1,673,421	2,187,360	+30.7
Arizona	5,713,026	5,101,377	-10.7
Arkansas	4,166,966	4,376,070	+ 5.0
California	54,246,507	41,310,341	-23.8
Colorado	5,470,881	5,226,034	- 4.4
Connecticut	7,705,819	5,629,327	-26.9
Delaware	5,334,320	2,187,360	-58.9
District of Columbia	5,081,817	2,187,360	-56.9
Florida	15,189,568	15,789,102	+ 3.9
Georgia	12,412,579	10,871,064	-12.4
Hawaii	2,614,896	2,187,360	-16.3
Idaho	2,352,502	2,187,360	- 7.0
Illinois	22,001,556	21,174,245	- 3.7
Indiana	13,296,399	10,588,588	-20.3
Iowa	5,003,104	5,333,733	+ 6.6
Kansas	3,998,761	4,131,745	+ 3.3
Kentucky	5,886,713	7,062,039	+19.9
Louisiana	11,553,890	8,550,185	-25.9
Maine	2,465,710	2,187,360	-11.2
Maryland	7,231,962	7,901,277	+ 9.2
Massachusetts	10,653,970	10,179,203	- 4.4
Michigan	20,542,592	18,242,264	-11.2
Minnesota	6,610,381	7,634,133	+15.4
Mississippi	7,674,512	5,286,720	-31.1
Missouri	17,567,404	8,900,251	-49.3
Montana	2,444,590	2,187,360	-10.5
Nebraska	3,728,418	2,862,882	-23.2
Nevada	1,700,010	2,187,360	+28.6
New Hampshire	2,117,783	2,187,360	+ 3.2
New Jersey	15,530,875	13,483,247	-13.2
Nw Mexico	3,514,388	2,666,637	-24.1
New York	48,291,827	31,353,236	-35.0
North Carolina	10,689,571	11,053,883	+ 3.4
North Dakota	1,951,219	2,187,360	+12.1
Ohio	25,208,194	20,366,440	-19.2
Oklahoma	5,085,337	5,487,749	+ 7.9
Oregon	4,296,691	4,634,193	+ 7.8
Pennsylvania	20,340,163	20,977,320	+ 3.1
Rhode Island	2,807,257	2,187,360	-22.0
South Carolina	6,436,972	6,207,221	- 3.5
South Dakota	2,003,848	2,187,360	+ 9.1
Tennessee	7,862,551	8,583,914	+ 9.2
Texas	27,272,790	27,688,367	+ 1.5

TABLE IV (Continued)

State	1981 Actual Obligations	1982 Continuing Resolutions	Percent Change
Utah	3,003,797	3,090,754	+ 2.8
Vermont	1,809,738	2,187,360	+20.9
Virginia	11,701,345	9,830,541	-16.0
Washington	9,658,260	7,352,566	-23.8
West Virginia	3,282,349	3,654,895	+11.3
Wisconsin	13,788,358	8,923,105	-35.2
Wyoming	1,743,256	2,187,360	+25.4
TOTAL	\$502,029,000	\$429,766,000	-14.4

*Data were obtained from reports of actual obligations by states for the 29 antecedent programs consolidated into the block grant.

Source: Education Week, March 24, 1982, p. 15.

favoring the government's policy on regulations and reporting procedures that maximize local latitude, reduce paperwork, and keep control at a minimum. AASA's policy however, opposed the use of the block grant program for the purpose of reducing federal aid to education (American Association of School Administrators, 1982). The Educational Governance Center of the Education Commission of the States cautioned that although states and local districts had long espoused the objectives of the block grant program, the funding levels for Chapter 2 might be a challenge to the states and local school districts flexibility (Education Commission of the States, 1982).

State and Local Educational Agencies' Responsibilities

Congress guaranteed that the operation of the block grant program would vary from state to state by vesting the responsibility for the

administration of Chapter 2 funds in the SEAs. The requirement for each state to file a one to three year application for funds with the Secretary of Education is an assurance that the SEA will serve as the responsible state agency. The ECIA legislation also requires the establishment of a State Advisory Committee with responsibilities for developing a process for allocating SEA's share of the funds, for monitoring and evaluating local school districts' programs, the dissemination of information, and the formula provisions for allocating funds to the LEAs (Irwin & Jordan, 1982).

A major component of Chapter 2 is the requirement that the SEA pass through at least 80% of the state allocation to the local educational agencies. SEAs are permitted to retain up to 20% for state administrative costs. Forty-five states (including Oregon) pass the minimum of 80% along to the local educational agencies. Five states pass through more than 80%: Alabama and Arizona--90%; California--80.5%; Florida--82.5%; and Pennsylvania--83% (Verstegen, 1983).

The state must also provide for active consultation between the SEA and a State Advisory Committee (SAC). Appointed by the governor, the SAC represents parents, community representatives, school district administrators, teachers, and persons representing other educational interests. The committee is responsible for devising the allocation formula of block grant revenues and to review the state and local school districts' use of funds. Through the involvement of citizens representing the entire community, an accountability mechanism is built into the block grant program (Hastings, 1982).

As states devised distribution formulas, two issues were of major consideration: (1) The amount of money to be distributed on the basis of per-pupil enrollment, and (2) the amount of money allocated for categories of high-cost children. High-cost children are those attending school in sparsely populated areas and those children identified as disadvantaged, handicapped, limited English proficiency, and other children with special needs. The issue was how the allocation for high-cost children would be divided among the categories and whether to restrict aid to districts with concentrations of high-cost children. Table V shows how the states' and territories' formulas are split between enrollment and high-cost criteria and the various high-cost factors that were used.

All funds received by both the SEAs and the LEAs are subject to general requirements. Inherent in the program is the maintenance of effort by both the state and local agencies that expenditures per pupil must be maintained at a level of not less than 90% of the second preceding year prior to the block grant program. To receive block grant funds, assurances are required from both the SEA and the LEAs that funding will be used to supplement and, to the extent practical, increase the level of funds that, in the absence of federal support, would be available from nonfederal sources for purposes supported by block grant funds (Silverstein & McMullan, 1981).

Private school participation must be assured by the local school districts. The ECIA assures equitable participation of the private schools with equal expenditures for both private and public school children. Private school children residing in a school district are

TABLE V

CHAPTER 2 FORMULA: STATE COMPARISON
MARCH 1, 1984

State	State Approp.	State Set-aside	% of Remaining Funds Dist. on Enrol./Spec. Needs	Low Income	Sparse Popul.	Tax Effort	Gifted and High Talent.	Low/Ach.	Deseg.	Hndcp.	Other	
				Special Needs Distribution								
AK	2,187,360	20.0	30/70	25.0	25.0					20.0		
AL	\$ 7,633,794	10.0	80%/20%	8.0		2.0	10.0					
AZ	5,098,409	10.0	98/02	*	*			*				
AR	4,373,525	20.0	90/10	10.0								
CA	41,291,513	19.5	42/58	8.5	1.5		5.0		43.0			
CO	5,222,993	20.0	83/17	16.0	1.0							
CT	5,626,052	20.0	21/79	60.0					18.0		1.0	
DE	2,187,360	20.0	70/30	10.0			10.0			10.0		
FL	15,925,153	17.5	64/36					36.0				
GA	10,864,740	20.0	50/50	50.0								
HI**	2,187,360	20.0	100/0									
ID	2,187,360	20.0	85/15	10.0	5.0							
IL	21,163,056	20.0	70/30	30.0								
IN	10,582,428	20.0	83/17	15.0	2.0							
IA	5,330,630	20.0	75/25	20.0			5.0					
KS	4,129,341	20.0	88/12	9.0	1.0			.4		1.6		
KY	7,057,931	20.0	84/16	7.0	1.0	2.0						
LA	8,545,996	20.0	85/15	10.0				.6		4.4		
ME	2,187,360	20.0	60/40	40.0								
MD	7,896,681	20.0	80/20	11.5								
MA	10,173,811	20.0	40/60	60.0						8.5		
MI	18,231,652	20.0	58/42		6.0			18.0	18.0			

TABLE V (Continued)

State	State Approp.	State Set-aside	% of Remaining Funds Dist. on Enrol./Spec. Needs	Low Income	Sparse Popul.	Tax Effort	Gifted and High Talent. Ach.	Low/High Deseg.	Hndcp.	Other
				-----Special Needs Distribution-----						
MS	5,283,645	20.0	95/5	*	*				*	*
MO	8,895,073	20.0	78.5/21.5	18.5	3.0					
MT	2,187,360	20.0	71/29	9.0	2.0	18.0				
NE	2,861,216	20.0	75/25	5.0					20.0	
NV	2,187,360	20.0	90/10	10.0	*					
NH	2,187,360	20.0	50/50		*	*				
NJ	13,484,913	20.0	30/70	20.0			5.0	25.0	20.0	*
NM	2,665,553	20.0	70/30		30.0					
NY	31,340,643	20.0	86.5/13.6		.3		.2	13.0	8.0	
NC	11,047,452	20.0	70/30	30.0						
ND	2,187,360	20.0	87/13	9.0	3.0					
OH	20,354,591	20.0	75/25	13.0	.04	10.0				1.6
OK	5,484,556	20.0	80/20	5.0	10.0				5.0	
OR	4,631,497	20.0	70/30	9.0	.5		2.5	4.0	7.0	7.0
PA	20,966,546	17.0	60/40	35.0	5.0					
RI	2,187,360	20.0	60/40	23.0		6.0		11.0		
SC	6,203,610	20.0	70/30	30.0						
SD	2,187,360	20.0	90/10		5.0				5.0	
TN	8,578,920	20.0	88/12	12.0						
TX	27,672,974	20.0	73/27	15.0			5.0		7.0	.02
UT	3,088,956	20.0	77/23		*				*	*
VT	2,187,360	20.0	60/40	16.0	9.0	15.0				
VA	9,824,822	20.0	65/35	18.0				17.0		

TABLE V (Continued)

State	State Approp.	State Set-aside	% of Remaining Funds Dist. on Enrol./Spec. Needs	Low Income	Sparse Popul.	Tax Effort	Gifted and LEP	Low/ High Talent.	Deseg.	Hndcp.	Other
				-----Special Needs Distribution-----							
WA	7,348,289	20.0	50/50	15.0			5.0	10.0	20.0		
WV	3,652,769	20.0	90/10	5.0						5.0	
WI	8,919,131	20.0	50/50	50.0							
WY	2,187,360	20.0	59/41	3.0	2.0	35.0		8.0			

*Distribution based on a weighted per-pupil formula that takes into account the high cost of educating special needs children.

**Hawaii has only one school district.

Source: Ann Henderson, National Committee for Citizens in Education, 1984, p. 5.

served by the Chapter 2 program. Participation is contingent upon certification of their non-profit and non-discriminatory status. Funding can be used for programs that are secular, neutral and nonideological. Further, it is the responsibility of the LEA to confer with the private schools and control the funds for those schools. If services are not provided through public channels, the Secretary of Education has provided a "by-pass" authority to arrange for services to be paid from state allotments (United States Department of Education, 1982).

Chapter 2 programs focus on the improvement of educational and instructional capabilities of school districts. Within this broadly defined framework, local educational agencies use block grant funds with nearly complete discretion within any combination for the authorized programs in Chapter 2. In addition, LEAs are authorized to use funds for educational improvement and support services and for special district projects.

Constraints on school district practices are minimal regarding applications and reporting procedures for Chapter 2 funds. The Rand Corporation (1983), in a study conducted for the Department of Education, raised doubts about the enforcement mechanisms of the ECIA reporting:

While the State Educational Agencies are responsible for administering the law and ensuring LEA compliance they lack both express authority to withhold funds from LEA's at the application stage and specific enforcement options. (p. 22)

Rand also noted that, "The absence of federal compliance standards from most provisions of the law, combined with ambiguities about enforcement responsibilities, leave unresolved many questions about what states must do to ensure compliance." (p. 22)

State Responses to ECIA

Chapter 2 was described as a major shift in the funding and governance of elementary and secondary education by the federal government. Reverberations were felt in state and local educational agencies, and many concerns were expressed about the new federal program. Several studies of the program have been reported by major research institutes on behalf of the National Institute of Education and the United States Office of Education. Several strands appear to be consistent throughout these studies.

With redistribution of funds to state and local educational agencies, "winners" and "losers" in the process received immediate attention. The major impact, both positively and negatively, was felt in metropolitan school districts who had received Emergency School Assistance Act grants for either court ordered or voluntary desegregation.

In a report for the U.S. Office of Education, Jung and Bartell (1983) reported that redistributive effects were even more pronounced within states. In a study of the fiscal effects of the block grant program in the largest districts and cities, sample districts were divided into "winners" and "losers." Of the 28 districts sampled, 12 districts realized an increase in funding through the block grant program. Of these districts, only three districts were operating under a court-ordered desegregation program and several had no desegregation program. Boston experienced the largest increase, 112.7%, while the average increase in the sampled districts was 28.28%. Of the 16 districts experiencing losses, all had a desegregation plan with 12 of the

districts operating under court-ordered desegregation. Columbus, Ohio had the greatest loss, 78.6%, with an average decline in funding among all districts of 42.9%. (see Table VI)

TABLE VI
BIGGEST "WINNERS" AND "LOSERS" AND SELECTED DISTRICT
CHARACTERISTICS, FISCAL YEAR 1981 TO
FISCAL YEAR 1982

District	Increase or Decrease %	ESAA Grant Fiscal Year 1981 \$	Desegregation Plan
Boston	+112.7	\$ 63,322	Court-ordered
Prince Georges Co.	+ 45.2	4,555	Voluntary
Baltimore Co.	+ 33.7	0	None
Fairfax Co.	+ 23.7	0	None
Baltimore	+ 21.3	0	None
Dade Co.	+ 18.0	593,580	Voluntary
Hawaii	+ 17.7	444,170	Voluntary
Hillsborough Co.	+ 11.8	511,020	Court-ordered
San Antonio	+ 8.6	215,985	Voluntary
Duval Co.	+ 5.8	314,287	Court-ordered
Montgomery Co.	+ 4.2	319,350	Voluntary
Memphis	+ 0.7	389,511	Voluntary
Losers			
Columbus	- 78.6	\$3,171,562	Court-ordered
Indianapolis	- 75.8	1,985,275	Court-ordered
Cleveland	- 75.2	4,160,674	Court-ordered
Milwaukee	- 65.6	6,866,250	Court-ordered
San Jose	- 63.5	0	Court-ordered
Washington, D.C.	- 52.7	573,642	Voluntary
Dallas	- 43.1	1,770,012	Court-ordered
San Diego	- 40.1	2,989,351	Court-ordered
Philadelphia	- 36.8	2,909,555	Court-ordered
Broward Co.	- 34.9	1,405,514	Voluntary
San Francisco	- 34.7	882,339	Voluntary
Detroit	- 25.4	3,388,321	Court-ordered
Los Angeles	- 22.8	6,958,231	Court-ordered
New York	- 20.5	6,184,208	Court-ordered
Houston	- 10.4	1,414,730	Court-ordered
Chicago	- 6.3	1,813,025	Voluntary

Source: Planning and Evaluation Service, United States Department of Education, 1983, p.13.

In a hearing before the Congressional Subcommittee of the Committee on Government Operations, Hugh Caumartin, Superintendent of Schools, Toledo, Ohio spoke on behalf of the American Association of School Administrators. He noted that the Toledo public schools had received \$1,286,522 annually from antecedent programs. However, during fiscal years 1983 and 1984, the first two years of the block grant program, Toledo schools received about \$473,000 annually in Chapter 2 funding. He further noted that, while more school districts receive Chapter 2 funds than with the antecedent programs, the amount of federal aid to school systems with the highest cost factors, large urban school districts, funding was reduced by an average of 80% (House of Representatives Subcommittee Hearing, 1983).

Dr. Wayne Teague, Superintendent of Education for the State of Alabama spoke on behalf of the Council of Chief State School Officers. Concurring with Caumartin, Teague voiced a concern that the redistribution formula had the greatest impact on LEAs which had been major beneficiaries of the ESAA. In an attempt to offset this impact, the State of Alabama reserved only 10% of the allowable 20% set aside for use at the state department level. Teague suggested that Congress should enact a separate program of desegregation assistance, and fund it adequately without reducing the funds available for Chapter 2 (House of Representatives Subcommittee Hearing, 1983).

Through their attorney, the Council of Chief State School Officers, issued a statement requesting a separate program for desegregation funding and alleged that by comparing Chapter 2 with antecedent programs is like comparing apples with oranges. The

Council's conclusion states that "Chapter Two has different goals from its antecedent programs; one problem before us is to be clear about the goals of Chapter Two, and to judge the program on its achievement of those goals" (House of Representatives Subcommittee Hearing, 1983, p. 268).

The results of an NIE study in 1983 supported the research that districts which lost funds under Chapter 2 were those with large amounts of ESAA money. Conversely, districts who had received only Title IV-B funding or no federal aid became winners under Chapter 2. While metropolitan districts experienced decreased funding, small towns or population centers and rural districts received increases under the block grant program (Kyle, 1983).

The interpretation of research on Chapter 2 formula allocations to local school districts previously receiving ESAA funding under the antecedent programs can be misleading. Jung and Tashjian (1983) reported that the formula amounts in 28 sample large urban school districts were often supplemented by discretionary grants awarded by the state agencies. These grants were usually from the state's set-aside funds. The grants often provided significant amounts of funding, but were overlooked as a source of Chapter 2 resources.

The redistributive effects of ECIA has caused major concerns in state departments of education. In a nine-state study, it was reported that decreased funding occurring at the state level may have had a greater impact because of the total dynamics of state funding for education. Cutbacks in staff at the state level had been occurring for several years. SEA personnel reductions caused by the 20% set aside of

Chapter 2 further reduced SEA capacities to serve local school districts (Kyle, 1983). Colorado, the smallest state education agency of any Western state, has a history of strong local control. With a succession of years of declining revenues appropriated by the state's General Assembly, the Colorado Department of Education had relied heavily on funds from various categorical programs. The decline in federal funding in the late 1970's followed by the administration's ECIA Chapter 2 program, caused a marked reduction in services and resources available for CDE programs. Funding reductions and nonregulatory guidelines have, however, produced some benefits. The Department feels there is a new relationship between the SEA and the LEAs causing them to feel more like partners with the LEA coordinators (Rose, 1983).

A policy shift in Pennsylvania has affected the use of Chapter 2 money. Where the focus was on technological initiatives, the policy of the governor shifted to include fundamental educational improvements. There had been major cutbacks in the Department of Education during the last few years and services are now minimal or non existent. The impact of the shifting of Chapter 2 funds to basic education remains to be seen (Kuriloff, 1984).

Reductions in legislative apportionments have caused state departments to reduce both personnel and service. Unilaterally, departments express concern over future cutbacks feeling that they are already offering services to local school districts at a minimal level.

A majority of the school districts state that the nonregulatory guidance concept of Chapter 2 has reduced administrative and paperwork burdens imposed on local school districts, and it has transferred more

authority to state and local officials. Hastings and Bartell (1983), in a three-state study, report the simplification of the application procedure contributed the most to the reduction in administrative and paperwork burden. Also reported were reductions in staff time required to administer the Chapter 2 programs. The response to AASA's membership survey on the impact of Chapter 2 was that local school administrators had welcomed the increase in discretion and the reduction in regulatory restrictions (American Association of School Administrators, 1983).

Reduction in paperwork and redistribution of funds have been instrumental in getting more local school districts to participate in the Chapter 2 program. For example, in Montana with 564 school districts, under the antecedent programs fewer than 10 districts received a grant under any of the 24 federally administered programs and no district received ESAA funding. Participation in the Chapter 2 program has been much higher with only 15 districts choosing not to participate in the program (Hastings & Bartell, 1983).

The State Advisory Committee (SAC) was a key factor in the first year's success of the block grant program. The issues of major concern to the SACs in their first year were those related to the establishment of a formula for distributing funds to local school districts and the purposes for which the SEA's allocation would be used. In Kaleidoscopes II, a two-year study of nine selected states, it is reported that states were retaining their formulas without change. The exception was Washington where a redefinition of the racial isolation component was deemed necessary (Kyle, 1984). In Michigan, during the

first year of the block grant program, the SAC experienced a period of high activity dealing with major policy issues. During the second year, the committee was "kind of in a state of dormancy for a period of time" (Kearney, 1984, pp. III-1, III-2). With evaluations of the program being completed, the committee is again in an active period considering results and programmatic changes.

The issue of supplementing and not supplanting programs has been clouded due to a variety of interpretations and evaluators' perceptions. The distinction causes concern for many state department block grant coordinators since there are no specified guidelines to determine when a district is using block grant funds to supplant, or replace, local district funds. Case studies did not show a direct misuse of funds that could be called supplanting, but some districts tended to think of Chapter 2 funds as a part of general revenue. An emerging issue is that, without a clear definition of supplanting, Chapter 2 funds might be used for programs beyond the basic ones authorized in the programs and those already required in a district (Kyle, 1984).

Antecedent categorical aid had supported special need programs. With nonregulatory guidance and a minimal level of monitoring, the Chapter 2 program raises questions about how the block grant money was actually being spent. A test of the impact of ECIA flexible regulations is the extent to which the antecedent categorical programs would be funded when districts have the option of reallocation. In a 12 district sample in Tennessee, Eyler (1985) reported there had been continuity of the program during the first year of the block grant program. During year two, only four districts made significant changes.

An AASA survey revealed that during the first year of the program, school districts were continuing to participate in activities similar to the Title IV-B categorical program. Eighty-eight percent of the reporting districts spent an average of \$15,000 on instructional materials and school library resources. Emphasis was upon the purchase of computer hardware and software (Corbett, et al., 1983).

The second year of the program also showed that districts purchased computers, but the focus of the program was expanded. In Michigan, Kearney (1984) reported districts had not "rushed" out to buy computers. Those districts that did invest in computers were doing so as a part of an overall strategy or plan that was carefully laid out. In Maine, about 34% of the budgeted funds are targeted for use in the purchase of microcomputer hardware and software (Millett, 1984).

Rose (1985) reported that Colorado is somewhat atypical in the low proportion of Chapter 2 funds used for computer hardware purchases. However, Chapter 2 money is used to fund district inservice programs related to computer skills training. In South Carolina, expenditures for computers have grown exponentially since block grant funding has been available with future indications that the trend will continue. Considerable resources are directed to computer literacy and programs, not merely to the purchase of equipment and supplies (Cohn, 1984).

Local school districts in the nine-state study reported that during the first year of the block grant program a substantial amount of money was expended for computers and other computer related goods and services. The rationale for purchasing computer hardware was a "risk-

avoidance" procedure which would alleviate problems associated with accounting for the use of the funds. A second factor was the uncertainty over the longevity of the availability of the funds. During the second year of the program, the use of Chapter 2 funds for computers and related software and training services was directly related to priorities established through long-range planning. In many instances, the local district planning was associated with state-wide goals for computer literacy and technological development (Kyle, 1984).

The policy of funding private schools with public funds is a moot issue since the legislation provides that private school students will be served with certain restrictions. Based on the per-pupil allocation received by local school districts, the private school population is entitled to an identical per-pupil allocation.

Non-public schools have had a long history of participation in federal programs. In particular, Catholic schools have participated in the Chapter 1 categorical program. The flexibility of the Chapter 2 block grant program has increased the private school participation and is attracting groups never before participating. In a news release for the National Committee for Citizens in Education (NCCE), Henderson (1984) reported that private schools are receiving nearly three times as much federal education aid under Chapter 2 as they did under the separate programs that were consolidated. NCCE estimates that private schools have increased their share from approximately \$16 million under the old programs, to about \$40 million under Chapter 2 even though the program's overall funding level was cut 12 percent when Chapter 2 went into effect in the school year 1982-83. In a study of nine states,

money available for services to children in private schools increased in every state, doubling in Pennsylvania, tripling in Colorado, and quadrupling in Michigan and Washington (McGeorge, 1983).

Local school districts have reported few problems in the liaison with private schools. The process has gone smoothly in the selected states studied. Concerns surfacing in individual districts center around the administrative burden placed on them by the requirements to notify and involve the private schools (Kyle, 1984). In Colorado, a positive aspect was perceived on the part of LEA block grant coordinators in dealing with the private schools. It was felt that the relationship developed between the public and the private schools has built linkage and support for the public schools (Rose, 1984).

Both Nebraska and Missouri State Constitutions were interpreted to mean that private schools may not receive public funds, including federal funds, that are administered by state or local units. Both states use the by-pass provision as outlined in the ECIA legislation (Egbert, 1984).

With the increased participation of private schools in the block grant program, questions arise as to the proper level of support of private schools with public funds. At a National Institute of Education symposium in November, 1984, James Rose said, ". . .most states are taking a hands-off approach. Public school officials feel that the level of participation of private schools is an issue for the courts to decide and not school administrators" (Stimson & Archer, 1985, p. 24).

Federal Aid in Oregon

The federal government collects over two-thirds of all income taxes in the United States, and state and local governments are anxious to share in that revenue (Oregon Department of Education, 1976). However, the proportion of revenues for public schools is relatively small. In the State of Oregon, \$2,084,192 or 2.03% of a statewide public school expenditure total of \$102,717,491 was supported by federal aid in 1952-53 (School of Education, University of Oregon, 1954). By 1983-84, \$78,458,399 or 4.69% of the total public school expenditure of \$1,672,269,687 came from federal sources. Although this represented an increase over the 31 year period of \$76,375,207, the percentage increase for total revenues was only 2.66%. In comparing the national average with Oregon's revenue from federal sources, the state's share fell 1.71% below the average in 1983-84.

Sources of public school operating revenue in Oregon deviate from the national trend of increased level of state support. Table VII shows all sources of Oregon's operating revenue from 1978-79 to 1983-84.

The level of federal support remained constant from 1978-79 through 1979-80 and showed a decline through 1983-1984. During that same period, the level of local support increased from 48.64% of total revenues to 57.58%, or an increase of 8.94%. Nationally, state support for schools was increasing, but in Oregon this trend was reversed with the level of state support declining by 3.63% from a high in 1980-1981 of 29.63% of total revenues to 27.57% in 1983-84. The impact of less federal aid and reduced revenues from state and intermediate sources

TABLE VII
SOURCES OF PUBLIC SCHOOL OPERATING REVENUE IN OREGON

	Local	Intermediate	State	Federal	Cash on Hand	Total
1968-69	not available					
1978-79	575,813,843	61,878,989	358,166,870	64,789,295	123,218,857	1,183,867,954
1979-80	638,628,702	59,464,024	407,478,646	71,262,643	129,093,672	1,305,927,688
1980-81	787,580,666	54,435,407	439,512,342	75,450,691	126,792,222	1,483,872,328
1981-82	858,756,858	32,266,625	444,257,754	74,619,840	144,883,907	1,554,784,984
1982-83	930,322,144	30,272,816	463,811,332	79,469,505	158,241,913	1,662,117,710
1983-84	962,832,003	28,575,577	461,004,027	78,458,399	141,399,681	1,672,269,687
1984-85	not available					

Source: Oregon Department of Education, 1985

caused local school districts to face major fiscal problems in maintaining programs. Recognizing these problems, the Legislative Interim Committee on Revenue and School Finance recommended that "To the extent that revenues are available, Basic School Support appropriations should be at the 40% level" (Oregon Department of Education, 1980, p. 117).

The depressed economy in the State of Oregon had a further impact upon local school districts' abilities to raise local revenue. With budget defeats and the inability of many school districts to establish feasible tax bases, local school districts have searched for alternate methods of funding their schools.

Chapter 2 block grant funds have become one of the few programs available that provide flexibility to local school districts in Oregon. For the 1985-1987 biennium, Oregon's block grant allocation is \$8,923,223 with every district eligible for funds based on student enrollment and other criteria as outlined in the Oregon plan (Oregon Department of Education, 1985). In a report to the Legislature regarding the state of school finance, the Oregon Department of Education cautioned the Legislature about dependency on federal aid. The issue was the "uncertain future of the 'new federalism' and its approach of turning over to the states programs created by Congress and funded with federal dollars" (Oregon Department of Education, 1985, p. 27). This federal policy makes it difficult to predict future federal funds for Oregon elementary and secondary education.

Summary

In practice and by interpretation of Federal Constitutional amendments, public education has been vested in state and local governments. However, federal support to education predates the Constitution, and throughout the nation's history, the Federal government has assisted in financing many types of educational institutions, including public schools. In the absence of an established policy toward education, federal aid has reflected the changing values of the country responding to the economic and political trends inherent in each period of the nation's history.

The "New Federalism" of the Reagan administration was marked by reductions in federal support and a shift from categorical programs to block grants. As a part of the Omnibus Reconciliation Act of 1981, the ECIA Chapter 2 block grant program represents a dramatic change in the federal government's operational policy. The block grant program reduced the federal government's regulatory role and provided the state governments with broad discretion in allocating federal resources.

This shift does not encourage a discussion of the merits of block grants vs. categorical grants or whether or not to return to the allocation of funding for specific categorical programs. The issue concentrates on the permissive, flexible oversight and management from the state level which is inherent in the block grant program.

Several national studies have been reported by major research institutes on behalf of the National Institute of Education and the United States Office of Education. Several strands appear to be con-

sistent throughout these studies. Redistribution of funds has occurred among states as well as among districts within the states with metropolitan-urban school districts who had received ESAA desegregation funds experiencing the largest reductions. Other districts experiencing losses were those who had been awarded competitive grants while districts who had received only Title IV-B funding realized substantial gains.

The legislation provides for private school participation in the program with responsibility for the administration of the program with the local school districts. Few problems exist with this participation, but questions arise as to the level of public fund support for private schools.

Studies report that state departments of education have been affected by the funding levels and the regulations for state participation in the program. In most state studies, reductions in personnel had occurred prior to the block grant program, and, with a stipulation as to the percentage of the revenue to be set aside for state support, services to local school districts were further reduced.

Oregon has not been included in any of the national studies and only a few local studies have been reported. In a 1984 study, it was reported that the Oregon Department of Education had been a "loser" resulting from the cutback in federal allocations for antecedent categorical programs in 1982 and with the further reductions in the block grant program of FY 1983. To counteract these reductions, reorganization had occurred at the state level in an attempt to continue servicing local school districts (Rose, M., 1984).

With reduced revenues, the rising costs of public education have been shifted to local school districts. A depressed economy and taxpayer resistance have resulted in many budget defeats and reductions in support levels for public education.

Although the block grant program, by comparison with other federal programs, produces a relatively small amount of revenue, local school districts heralded the benefits of the program due to the permissive and flexible management and oversight. The Chapter 2 block grant program is the one program that allows local school districts to develop unique programs heretofore prohibitive due to unilateral rules and regulations.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

A review of the literature and relevant research revealed that the Education Consolidation and Improvement Act of 1981 had caused a redistribution of federal funds among states and also within states among school districts. Kyle (1984), in *Kaleidoscopes II*, reported a major issue resulting from the transition from categorical aid to the block grant program centered on distributional effects with discussions of "winners and losers." Other national studies reported that many local school districts, who had not participated in the antecedent programs, became recipients of ECIA Chapter 2 block grant funds. The ECIA block grant program also affected metropolitan-urban school districts with most of them experiencing major losses in federal revenues. However, this continued a trend of federal cutbacks to the ESAA program. Several factors, such as nonregulatory guidelines, ease of application, program flexibility, and permissive program evaluations were cited as positive aspects of the ECIA program.

Oregon has not been included in the national studies and research about redistributive effects and program impacts in Oregon is minimal. This research study addresses these issues as they relate to the ECIA

block grant program impact on Oregon public and private elementary and secondary schools and to the services provided by the Oregon Department of Education.

The remainder of this chapter describes the research design, problem for study and hypotheses, procedures for school district analyses, and statistical design.

The Problem for Study

Several questions concerning the ECIA Block Grant Program were raised to guide the research study. These questions were developed after a thorough review of the literature and research concerning federal aid to education in general and the ECIA Chapter 2 Block Grant program in particular.

- Q1. What are the implications of the block grant program for the governance, administration, and financing of education in Oregon?
- Q2. In what way has the block grant program changed the distribution of federal aid to Oregon school districts?
- Q3. How have block grants affected the capacity of the Oregon Department of Education to provide services to Oregon schools and school districts?
- Q4. How have local school districts utilized block grant funds? For example, have school districts purchased computer hardware instead of investing in salary, and staff development.
- Q5. What is the extent of private school participation in block grant programs? Who participates, how much is allocated, what is purchased, and what issues, if any, exist?
- Q6. What is the role of the State Block Grant Advisory Committee? Who serves, who appoints, how are decisions made, and what issues, if any, exist?

Based on the review of the literature and the questions raised, the following hypotheses were developed.

- H1. The block grant program did not reduce federal aid to Oregon school districts. As a group, school districts received higher levels of federal block grant funds than they had received from the comparable antecedent categorical programs.
- H2. The block grant program guidelines, the recommendations of the State Block Grant Advisory Committee (SAC), and the decisions of the State Board of Education concerning Block Grant allocations to local education agencies resulted in:
 - 2.1 A redistribution of federal aid away from rural area school districts toward suburban and population center area school districts.
 - 2.2 A decrease in the allocation of block grant funds to the state operated institutions, i.e., MacLaren, Oregon School for the Deaf, etc.
 - 2.3 An increase in the participation of private elementary and secondary education schools in federal aid.
- H3. The block grant program has continued a trend of decreased federal aid to the Oregon Department of Education (ODE) for support of leadership and management services to elementary and secondary school districts.
- H4. The block grant program has had a major impact on LEA responses to technological changes in both the acquisition of new technology and the development of personnel in the use of new technologies.
- H5. The inclusion of the Elementary and Secondary Assistance Aid (ESAA) revenues in Chapter 2 resulted in reduced aid for high-cost children and a de-emphasis on desegregation activities in the Portland school district.

Research Design

This study examines the impact of federal policy on Oregon elementary and secondary education. It is a public policy study utilizing descriptive research techniques. The research methodology, ex post facto in nature, analyzed data and events which occurred during the

federal fiscal years 1982 through 1985. Fiscal antecedent program allocations for fiscal year 1982 were recorded for comparison with the Chapter 2 allocations for fiscal years 1983 through 1985.

The study examined the status, events, and conditions surrounding the profound shift in federal education fiscal policy as it occurred in the recent past. While no claim can be made that these changes, factors, and trends will enable us to predict future federal education policy, research and knowledge of federal policy and its impact on education is both useful and necessary for policy-making at the local, state, and federal levels.

Data Collection

Data to study the impact of the Chapter 2 program in Oregon were accessed through the Oregon Department of Education. The Assistant Superintendent for Communication and Government Relations and the Assistant to the Deputy Superintendent provided data showing elementary and secondary pupil membership in Oregon school districts, ECIA school district allocations, breakdown for high-cost pupils, and the state allocations for fiscal years 1983 through 1985. The Department of Finance provided data showing private school enrollment in Oregon. The ODE also provided data regarding participation of school districts in the antecedent IV-B, IV-C, and the ESAA desegregation program for FY 1982.

The Resident Average Daily Membership (RADM) of each school district was collected for fiscal years 1983-1985. RADM is computed by dividing the total days membership of resident students by the number

of days taught (Oregon Department of Education, 1984). In FY 1982, the ODE allocated funds based on Average Daily Membership (ADM). ADM is computed by dividing the total students days of presence by the number of days that schools in the district were in session (Oregon Department of Education, 1985). ADM data were collected for antecedent programs distribution.

School districts were coded by county (01 to 36) with state institutions coded 37. School districts within counties were coded by school district name and by the Oregon Department of Education's numerical coding system.

Recipient organizations were classified into five groups based on their geographic location and the type of organization.

1. Population Center School District: School districts including cities serving trading and business centers. (n = 91)
2. Suburban School Districts: School districts located in fringe areas of metropolitan areas, primarily in the Portland Area. (n = 15)
3. Metropolitan - Urban School District: Portland was designated as the only metropolitan area school district. (n = 1)
4. Rural School Districts: Small school districts, mostly elementary, serving rural areas of the State. (n = 202)
5. State Institutions: Schools operated directly by the State of Oregon under the direction of the Oregon Department of Education. (n = 7)

The classification system is a modification of the United States Census Bureau's Standard Metropolitan Statistical Area (SMSA) classification. The definition of a metropolitan area is one of a large population nucleus, together with adjacent communities which have

a high degree of economic and social integration with that nucleus. Each SMSA has one or more central counties containing the area's main population concentration. The outlying counties must have a specified level of commuting to the central county and must meet standards such as population density, growth, and urban population. For example, according to the SMSA definition, Portland includes not only the counties of Clackamas and Washington, but also encompasses Clark County in the State of Washington.

Because of the unique nature of Portland, the school district needed to be considered as an outlier and treated as a special case. The definition of SMSA, as in Eugene, would also include Springfield. Since Springfield has its own school district, these areas were treated independently. Both Salem and Medford are in the same category as Eugene.

These modifications and classifications of the five groups of school districts were validated by ODE officials. As a result, several districts were reclassified with data arrayed in terms of the recommended typography.

Per-pupil allocations were computed for the FY 1982 antecedent Title IV-B, Title IV-C, and ESAA programs. ADM per pupil allocations were used to compare the antecedent funding with the ECIA program per pupil allocations from 1983 to 1985. Private school participation data were not available for FY 1982.

ECIA allocations were summed for the state and for each of the five population groups according to the districts' ECIA allocation and

the RADM for each year. Participating private school pupils in each of the 309 school districts were reported.

Within each population category, the average dollar per-pupil allotment and the mean per-pupil allocation were computed. The dollar and percentage loss or gain resulting from the shift from the antecedent program to the first ECIA year was computed to determine redistributive effects of the block grant program. The proportionate number of pupils compared to the proportionate allocations by classification for FY 1982 through 1985 was calculated to show trends in the allocations of the Chapter 2 funds.

Interviews

An initial interview was conducted by the researcher at the ODE with the Assistant Superintendent for Communications and Government Relations, and the Assistant to the Deputy Superintendent for Administrative Services. Questions were general in nature and provided an overview to federal aid in Oregon and specifically, to the effects of the Chapter 2 program.

Subsequent interviews at the ODE yielded information regarding the operation of the program based on school districts' application and reporting procedures. Information regarding the ODE's use of the 20% set aside was also secured during these interviews.

In January, 1985, a Block Grant Coordinator was appointed at the ODE to monitor the program and to conduct program evaluations in selected elementary and secondary school districts. Several interviews were held with the Coordinator who provided further direction to this

study by assisting with the interpretation of data regarding the block grant allocations to elementary and secondary school districts.

The State Block Grant Advisory Committee, appointed by the Governor, exercised a major role in developing the state formula for distribution of Chapter 2 funds. Members of the committee represent various geographical areas and constituencies. Interviews were held with members representative of these groups. The selected SAC members were asked to respond to the following questions:

1. The Oregon distribution formula allocates a 20% set aside at the ODE level. What criteria were established for this allocation?
2. The formula has a component for high-cost or special needs children. This directly affects the Portland School District. What is the rationale for this percentage allocation?
3. A primary responsibility of the SAC has been to develop the distribution formula. What changes are anticipated in the formula?
4. How has the role of the SAC changed during the three years that the Chapter 2 program has been in effect?
5. The permissive nonregulatory guidelines offer flexibility to local school districts. How do you see the role of the SAC in monitoring the use of Chapter 2 funds according to ECIA general guidelines?
6. What is your opinion about the allocation of block grant funds for private school students?
7. It has been stated in hearings that regulations are needed to meet the needs of special groups, i.e., poor, handicapped, ethnic groups, etc. What is your opinion as to how the block grant program has affected these groups?
8. What do you see as the future of the block grant program?

Each of the questions was supplemented with additional questions and interaction relating to the participants' interest. Questions varied according to the position of the respondent and the geographical area represented.

Document Analysis

Document analysis at the federal level included Chapter 2 of the Education Consolidation and Reconciliation Act of 1981 enacted as Subtitle D, Title V of Public Law 97-35. Hearings before the 28th Session of the United States House of Representatives also provided a basis for state level analysis.

At the state level, analysis was made of documents pertaining to the allocations distributed to local school districts during FY 1982 with antecedent funding and from FY 1983 through 1985 with block grant allocations. State documents also included Oregon's application to the federal government for state funding, the formula for distribution of funds, and state evaluation forms.

At the local level, the 309 elementary and secondary school districts' applications were analyzed for participation in the program and the purpose for the requested funding. Local school district evaluations were analyzed to determine whether the funds had been used for the purposes requested or if a shifting of priorities had occurred within school districts and other programs had been supported. Included in the analysis of local documents was the amount of participation in the program of private elementary and secondary schools located within the district's boundaries.

The categorical aid programs funded by the federal government also required supervision and reporting by state departments resulting in staff positions to monitor programs. A comparative analysis was made of the funding to the ODE for staff positions, district support services, and administration costs of the FY 1982 antecedent programs to the three years of the ECIA block grant program. Fiscal years 1983 through 1985 were analyzed to determine the major uses of the set aside at the ODE and staff positions supported by the program.

Summary

This is a public policy study utilizing descriptive research techniques to describe and assess the impact of the Chapter 2 block grant program on elementary and secondary school education in Oregon. It compares the allocations of previous categorical aid programs in 1982 through the three years of the ECIA block grant program.

The design of the research, data collection and analysis procedures appropriate for the hypotheses were described. The following chapters report the findings and conclusions of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter presents the findings concerning the effect of the Education Consolidation and Improvement Act of 1981, Chapter 2 on elementary and secondary education in the State of Oregon. Data are presented in four sections: (1) Intergovernmental Relationships; (2) Responsibilities and activities at the state and local school district levels; (3) Data analysis for the distribution of ECIA block grants to public and private elementary and secondary schools, and (4) Summary of findings.

Intergovernmental Relationships

The implication of the requirements of the Elementary and Secondary Education Act of 1965 spurred "one of the great educational debates of the 1970s--how much control should remain at the federal level and how much discretion should remain in states and localities." (Kearney, P., 1979, p. v) On one side, it was argued that the federal government should use its resources to achieve national goals. Clearly defined federal categorical aid would help to assure that federal priorities would be met; federal grants in the absence of strong

oversight, monitoring, and accountability mechanisms might lead to federal aid supplanting state and local support. On the other side, state and local educators, joined by local politicians and states-rights federalists charged that federal oversight and accountability led to rules and regulations that were an unwarranted intrusion into local decisions which distorted local priorities and required inordinate amounts of paperwork and administrative time (Verstegen, 1983).

The Reagan administration sought to slow the growth of federal aid to education and to reduce federal responsibilities for education at the local and state levels with the Education Consolidation and Improvement Act of 1981, enacted as Subtitle D, Title V of Public Law 97-35, of the Omnibus Reconciliation Act of 1981. Chapter 1 of the Act continued the current funding formula for ESEA, Title 1, and simplified the federal requirements for reporting and monitoring the program. In Chapter 2, 44 antecedent programs were repealed and consolidated into three subchapters: (1) Basic Skills Development; (2) Educational Improvement and Support Services; and, (3) Special Projects. General provisions of the act and use of the Secretary of Education's discretionary funds are included in two general subchapters.

The Chapter 2 regulations responded to the criticisms of the management of antecedent programs. Kimbrough and Hill (1981) reported that resistance to categorical programs was considered "federal intrusion in local education, and it encourages local officials to accept the management responsibility of multiple programs as an essential local program responsibility" (p. 42). Guidelines for Chapter 2

stressed nonregulatory and permissive guidelines with minimal reporting by local school districts and state agencies.

The intergovernmental responsibilities required in Chapter 2 are based on the premise that "greater decentralization of government leads to more direct participation of the citizenry and therefore greater liberty through local choice" (Vergstegen, 1983, p. 53). The relationship between the federal government and the states is defined in Section 564 of Chapter 2 of the ECIA which designates the State Educational Agency (SEA) as being responsible for the administration and supervision of the block grant program. The state agency must file an application with the federal government outlining a plan that meets the federal government certification requirements.

The intergovernmental relationship is further defined through the involvement of the public in a State Advisory Committee (SAC). The SAC is required in Section 564, (2) of the Act which provides:

. . . For a process of active and continuing consultation with the State educational agency of an advisory committee, appointed by the Governor and determined by the Governor to be broadly representative of the educational interests and the general public in the state . . . (and) to advise the State educational agency on the allocation among authorized functions of funds. . . on the formula for the allocation of funds to local educational agencies, and on the planning, development, support, implementation, and evaluation of State programs assisted under this chapter.

Elementary and secondary school districts are required to have an advisory committee to assist and advise on programs supported within each district. In Oregon, local school district advisory and accountability committees often serve as the block grant advisory committee. However, in Portland, the major recipient of Chapter 2 funds in Oregon,

there is an appointed local block grant advisory committee that participates in the development and evaluation of the program with the school district's federal program coordinator. Portland's advisory committee is comprised of members representing various educational interests including a representative of the private schools.

Oregon's State Advisory Committee

The Governor of Oregon, as required by Chapter 2 guidelines, appointed a State Advisory Committee (SAC) representing various constituencies and geographical areas throughout the state. SAC member nominations were forwarded to the Governor from the ODE after consulting a broad range of educational organizations, interest groups and people. Oregon's SAC consists of 16 members and is representative of public and private schools, classroom teachers, parents of elementary and secondary school children, local boards of education, local and regional school administrators, institutions of higher education and the state legislature.

The functions of the advisory committee are to: (1) Establish the formula for the allocation of funds to local educational agencies; (2) Advise the state educational agency on the allocation of funds reserved for state use; and (3) Advise the planning development, support, implementation, and evaluation of state programs assisted under Chapter 2 (Oregon State Application, 1985, p. 5).

After the initial appointment of SAC members by the Governor, the only change that occurred was the addition of one member from the Portland area. Representing the only former ESAA District in Oregon, the

Portland membership was increased from four to five to include members who were cognizant of the voluntary desegregation program in the Portland School District and the curriculum and inservice programs operating in support of the multiethnic program. In addition to the five Portland area members, two committee members represent private education and the remaining nine members represent the rural and population centers. Members are appointed for a two-year term on a rotating basis (Appendix B).

The SAC's have functioned quite differently among the various states and the Block Grant distribution formulae vary markedly from state to state. In reviewing several national studies, Chelemer (1983) reported that states with strong traditions of local control tended to have SAC's dominated by local practitioners. In states with districts facing huge cuts in desegregation aid, the SACs became the vehicle for managing the Chapter 2 formula to dilute the negative effects caused by the reduction of ESAA funds while states that were not greatly affected tended to treat their SACs as a "pro forma" exercise. It was also reported that SEA staff and SAC members were mostly concerned with minimizing the political fall-out from the losses in the urban districts and in protecting the SEAs from losing staff.

Interviews with members of the Oregon SAC did not support findings from other state studies. Responses were positive and consistent about the posture of the various members of the committee. The committee met monthly; meetings were lengthy; and members came to meetings well prepared to deal with each issue. Members felt that the broad

range of interests of the various members provided a balance on the committee and no special interest groups dominated the discussion.

A major task of the committee was to establish the state distribution formula. Each member interviewed described the process as one that required a great deal of discussion, review of data relating to the antecedent categorical programs, and an indepth analysis as to the impact of the percentage recommended for each of the high cost categories.

Interviewees stated that the incorporation of the ESAA funds into the block grant program was of concern to the group. Several members stated that the federal revenues for desegregation activities should be removed from the Chapter 2 block grant program. One committee member stated that the reduction in federal aid for the metropolitan district of Portland had reduced staff. The member felt that the multiethnic curriculum developed as a part of the ESAA program was "good on paper, but with little staff to work with teachers, the application is not."

A private school representative on the committee stated that the nonpublic sector had been well received by the committee. The issue of providing public funds to private education was not a factor. The committee felt that the private schools should receive their "fair share."

Committee members reported that there had been little issue regarding the 20% set aside for activities generated by the Oregon Department of Education. The main concern of the committee was that the ODE's use of the block grant set aside should be channeled toward "working with students throughout the state and not used only for administrative costs."

Committee members described the formula as one that is "fair" to all participants in the block grant program. SAC members did not foresee a change in the Oregon distribution formula.

State Distribution Formula

The state application for Chapter 2 block grant funds encompasses three fiscal years. The initial application covered fiscal years 1983 through 1985. Reflecting the state's pupil accounting system, Resident Average Daily Membership of students was used in allocating funds. For fiscal year 1986 through 1988, the state's application is based on Average Daily Membership. The pupil accounting change provides the ODE with data based on actual school district membership whether resident or non resident.

ECIA legislation requires that at least 80% of the state's allocation be distribution to local education agency applicants on a state-determined formula based on relative public and private pupil enrollment of each local education agency. Adjustments to the formula provide higher allocations to LEAs with the greatest number or percentage of high-cost students such as those from low-income families and those residing in sparsely populated or economically depressed areas.

The Oregon formula provides for the ODE to retain 20% of the state's block grant allocation for its own use. The state set aside funds may be used to assist LEAs in activities and purposes approved in the ECIA legislation and to provide support services. Support services include technical assistance and training, development of instructional

materials, dissemination of information, research and development, teacher training institutes, and state administration.

The State Board of Education approved the SAC's recommendation of the 80/20 split for Chapter 2 funds. The intent of the SAC recommendation was to "channel a portion of the block grant funds toward serving all students and toward helping compensate local school districts for the cost of educating students in selected "high cost" categories (Oregon Guidelines, 1984, p. 1).

Of the 80% of funds earmarked for local school districts, 70% is allocated on the basis of ADM of public and private school pupils within the boundaries of each school district. The remaining 30% is allocated on an "equal per capita" basis in high cost categories. In addition to these components, districts with ADMs of 25 or less are credited with \$25 per student for the first four students and \$5 per student for each additional student. Table VIII is a summary of the formula showing the categories for high cost students.

TABLE VIII

OREGON'S HIGH COST COMPONENT DISTRIBUTION
FORMULA FOR CHAPTER 2 FUNDS

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1. Low Income Students. Eligible students include those from low income families, in institutions, and foster homes.
 2. Sparsity. Those districts with an enrollment of 25 students or less will be credited with \$25 per student for the first four students and \$5 per student for each additional student.
 3. Geographic Isolation. Eligible students include those residents attending schools in isolated areas. (For example, a school with an ADM below 100 in grades 9 through 12 where the next high school is 15 miles or more by the nearest traveled road, and which has been approved by the Oregon Board of Education as qualifying for "small school correction" status.)
 4. Handicapped Students. Includes students identified as being in at least one of nine groups: mentally retarded, hard of hearing, deaf, visually impaired, speech impaired, seriously emotionally disturbed, orthopedically impaired, learning disabled, or other health impaired.
 5. Students in Desegregation Programs. Eligible students include those served by the district in a program that has as its primary purpose the elimination, reduction, or prevention of minority, ethnic group isolation in elementary and secondary schools where minority group students make up a substantial proportion of the enrollment and is approved by the Office of Civil Rights of the Oregon Department of Education.
 6. Students in Programs for Limited English-Speaking. Students in each district who speak little or no English and who are receiving special instruction for that reason will be eligible under this category.
 7. Students in Programs for Talented and Gifted. Students receiving services in a program for the talented and gifted in accordance with definitions contained in the Oregon Revised Statutes and the Oregon Administrative Regulations.
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Source: Oregon Department of Education Application, 1985.

The SAC recommended that the state's set aside funds (20% of the state grant) be used in the following ways:

1. Seventy percent to be used for general operations.
2. Twenty percent to be used in accomplishing the State Board Priority which deals with "Improving the Quality of Educational Programs." This may be approached either by direct technical assistance from Department personnel or through use of the competitive grant process.
3. Ten percent to be used for research with specified areas of State Board interest.

Figure 2 shows the percentage distribution of funds for state and local school district use recommended by the State Advisory Committee.

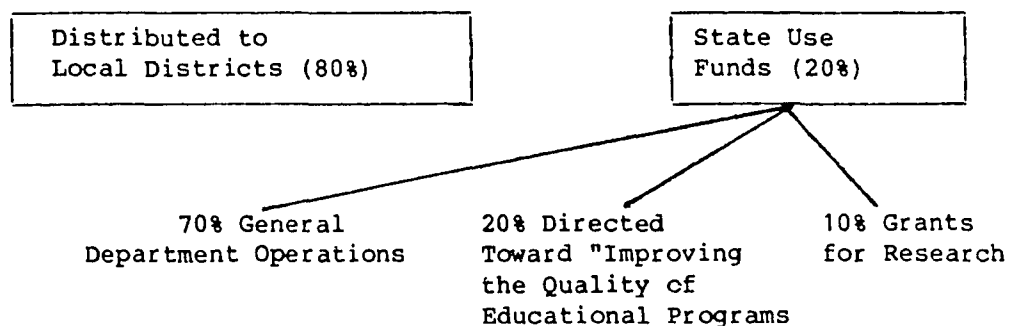


Figure 2. Utilization of state level funds.

In interviews with ODE officials, reactions to the intent of the formula were consistent with those of SAC members. Interviewees stated that the formula was fair and designed to provide federal aid to continue programs that were local school district priorities under the antecedent categorical programs.

Oregon Department of Education officials reported that an issue affecting Oregon, as well as other states, has been the reduction of federal revenue to the metropolitan urban school districts for desegregation purposes. The ESAA program had provided federal resources for the Portland school district as the district had developed and implemented its voluntary desegregation program. With the elimination of this program and with the concentration of high cost students in Portland, the officials expressed concern regarding the impact on the school district's desegregation policy. Responding to the effect of reduced funding for the desegregation program, an interviewee stated that, due to the commitment of the Portland school district to begin a voluntary program over ten years ago, the program is currently less costly to operate than those programs started later or programs under court ordered desegregation. It was also stated that ". . . these are changing times. There is no longer any busing--students are staying home. Our needs today are different."

Regarding the ODE's use of the 20% set aside, SAC members stated that the recommendation of the committee was developed as a general guideline. It was stated that the direction of the SAC was to "let them (ODE) decide how to use the state set aside."

Nationally, Oregon's formula was one of the first to be approved; it was approved prior to lobbying by interest groups that affected many other states' block grant formulae. In other states, where the formula was later developed, allocations tended to favor urban school districts.

Oregon Department of Education Utilization
of State Set Aside Funds

The oversight and management of the Chapter 2 block grant program and other federal programs in Oregon is the responsibility of the Oregon Department of Education. Historically, the ODE, as the "pass through" agency, has had major responsibilities in the processing of local school district applications for federal aid and for monitoring and evaluating federal programs. In addition, federal program grants enabled the ODE to provide support and development for teacher training and programs in local school districts. Major efforts were directed toward the rural and small town school districts.

Several ODE programs were curtailed two years prior to the Chapter 2 block grant program when federal programs and revenues were reduced. This reduction coincided with a severe economic recession in Oregon and a general voter resistance to higher property taxes. Fiscal support and staffing for the ODE were reduced substantially. In 1981, the ODE employed 275 full time equivalency (FTE) positions; within the 1981 to 1983 biennium, 70 FTE positions were eliminated. Currently, ODE staffing is 204 FTE positions. Of these positions, 11.6 FTE staff are funded from the block grant set aside. Three of these positions

are in the School Finance and Data Information Section. These staff deal with the administration of the state's Basic School Support Law and determination of entitlements under three state laws and two federal laws. (Annual Evaluation Report, Oregon Department of Education, 1985). The remaining 8.6 positions are "part salaries" for staff who have responsibilities for working with school districts in program assistance, teacher training, and local school district inservice.

Oregon funds 5.6% of its total ODE staff from Chapter 2 set aside funds. This percentage is low compared to other states. For example, 25% of the FTE positions in the Colorado Department of Education are funded from block grant funds.

The 20% set aside at the ODE is allocated in the three areas of General Department Operations, Improving Local Instructional Programs, and Research commissioned by the State Board of Education. Table IX summarizes the fiscal year 1984 set-aside allocations.

TABLE IX
 OREGON DEPARTMENT OF EDUCATION FISCAL YEAR 1984
 PROGRAMS FUNDED BY ECIA BLOCK GRANT FUNDS

	Personal Services	Services and Supplies	Total
General ODE Operations (70%)			
Subchapter A			
Basic Skills		\$13,800	\$13,800
Subchapter B			
Planning, Evaluation	\$58,077	8,433	66,510
Information Services	25,854	12,500	38,354
School Finance	137,545	13,427	150,972
Computer Services		54,303	54,303
Student Services	93,688	35,460	129,328
Small Schools	35,040		35,040
Subchapter C			
Comm. Schools & Colleges	95,724	4,958	100,682
Block Grant Administration	59,321	17,685	77,006
Improve Loc Inst Pgms (20%)			
School Imp Strategies	98,393		98,393
Inst Tech Serv		91,554	91,554
Research Commissioned by State Board of Education (10%)			
Research in priority areas determined by the Board	69,194	25,780	94,974
Subtotals	\$672,836	\$277,900	\$950,736
Carry Over FY 1983			\$132,121
Total ODE Operation			\$1,082,857

Source: Oregon Department of Education, 1985.

The personal service category reflects the indirect cost rate based on salaries of ODE personnel. According to ODE personnel, the categories are "loose" due to salaries being divided among several funds with percentages of salaries balanced with the responsibilities specified for ODE staff. The direction of the SAC and the intent of the ODE is to continue assisting school districts with local projects. To further this commitment to elementary and secondary school districts and to reduce costs, the Chapter 2 Project Manager (the Assistant to the Deputy Superintendent) is not paid from the set aside. His services are "donated" by the ODE.

Twenty percent of the set aside is used for the improvement of local instructional programs. Portions of 2 staff salaries are funded in this category to provide assistance to local school districts for improvement in the areas of library and media. With many school districts developing computer programs, ODE provides inservice and teacher training in this category.

The Oregon Action Plan for Excellence (OAPE) is a high priority of the Oregon Board of Education and the Superintendent of Public Instruction. This priority is reflected in the SAC formula. Within the 10% research component of the state set aside, \$95,000 was allocated for support of this project. Chapter 2 funds were used to support the work of the eight task force committees charged with formulating the components for the OAPE. Chapter 2 funds were also allocated to develop the state-wide testing project recommended by the OAPE task force. The funds support 1.0 FTE professional staff and partially

support three other positions (1.65 FTE) in the development of the project. Additional funding for this project is from the general fund.

In addition to the FY 1984 20% state set aside, \$189,009 was carried over from FY 1983 to FY 1984 to fund the Oregon Action Plan for Excellence. According to ODE officials, no carry over is anticipated for fiscal years 1986 and 1987.

Local School District Applications

The ECIA Chapter 2 block grant program guidelines for participation in the program must be distributed to all local school districts. As the agency of record, the ODE has this responsibility in Oregon.

The Oregon guidelines outline the program, the distribution formula, and application requirements. The following general regulations of the program are explained in the guidelines:

1. Students enrolled in private schools are entitled to participate in the program and receive equitable benefits.
2. Funds can be used to supplement and not supplant funds from other than federal sources.
3. Districts may use their allocations to support regional programs (ESD) in areas of media, guidance, testing, or to pool grants or to issue contracts to other educational agencies to achieve a common goal.
4. LEAs must outline authorized activities in Basic Skills Services, and Special Projects. (Oregon Guidelines, 1984)

Participation of local elementary and secondary school districts is contingent upon an approved application for block grant funds by the Oregon Department of Education. The local districts must comply with the general federal guidelines and submit an outline of the projects supported by the block grant program. Procedures followed by the

school district in consulting with the private schools located within the school district's boundaries are to be included (Appendix C).

Although local school districts have the option of applying for a one to three year grant, the researcher noted that all districts submitted a one-year application. ODE officials stated that since there is a required annual report on expenditure of funds, and future funding may change, districts opted for the annual application (Appendix D). Local school district superintendents or designated block grant coordinators are responsible for filing the application and annual report. It was also found that some districts exercised the option of changing their project plans in midyear.

The applications of local school districts followed the ECIA regulations of flexible, nonregulatory, and permissive guidelines for the first two years of the block grant program. A shift in federal requirements for FY 1985 occurred with the issuance of "technical amendments" to the original law. A closer monitoring procedure by the federal government required the ODE to revise the application form to provide the ODE and the federal government with more substantive data. For example, the category under Project Information in the 1984 application required only a check mark for allocations in each of the Subchapters requested with a short paragraph describing the program activity. In the 1985 application, the authorized activities must be described fully with budget allocations specified for both the public and the participating private schools. In Figure 3, Subchapter A, Basic Skills Development is used as an example of the changes in the application procedures.

AUTHORIZED ACTIVITIES	BUDGET		DESCRIPTION OF PLANNED ACTIVITY
	PUBLIC	PRIVATE	
SUBCHAPTER A. BASIC SKILLS DEVELOPMENT			
A1. Diagnostic assessment to identify needs of all children in the School.	\$	\$	
A2. The establishment of learning goals and objectives for children and for the Schools.	\$	\$	
A3. Preservice or inservice training programs for teachers, administrators, aides and support personnel.	\$	\$	
A4. Parent involvement in instructional programs.	\$	\$	
A5. Student testing or evaluation programs.	\$	\$	
A6. Regional or district learning centers or programs that promote effective instruction in the basic skills.	\$	\$	
SUBTOTAL FOR SUBCHAPTER A			

Figure 3. Subchapter A, Basic Skills Development, Oregon Guidelines, 1985-1986.

Source: Oregon Application Form for Grants Authorized under Chapter 2--Education Consolidation and Improvement Act of 1981.

In a random sample of 56 school district applications, the researcher found that the consolidation of funds from previous categorical programs enabled school districts to concentrate their use of the grant in a single high priority area. Local school districts, with the approval of the local block grant advisory committee, have the flexibility to fund programs that are unique to the needs of district pupils. Table X shows the percentages allocated in areas:

TABLE X
SAMPLE OF LEA USE OF BLOCK GRANT MONEY
IN 56 OREGON SCHOOL DISTRICTS

Program Support	No. of Districts	Percentage
Computer Programs	30	53.5
Reading	7	12.6
Library/Media	8	14.3
Talented and Gifted	3	5.4
Basic Skills	3	5.4
Aids (Chapter 1, Child Dev.)	3	5.4
Bilingual Education	1	1.7
Psychological Support	1	1.7
	56	100.0

The review of the applications showed that the purchase of computer hardware and software was the major expenditure in SEA programs. The reading programs were identified as programs for learning disabled pupils and reading for pleasure. Basic skills programs were in the area of writing for the handicapped. Salaries for aides were for programs where federal funds had caused staff reduction. The psychological support was requested by a small rural district where students

needed evaluations that district funds could not support. Reviewing the year-end reports of the districts showed that the allocations had supported the requested programs.

The researcher reviewed the applications of the seven state institutional programs. These applications reflected the unique nature of each institution. For example, Fairview's application specified the hiring of a person to program software for the profound, severe and moderately retarded; Hillcrest's allocation was for media resources in the areas of job searches and career education; Oregon State School for the Blind listed the purchase of kits for the blind for a Systems 80 computer; and the Oregon State Correctional Institute's allocation was for microcomputer software to improve basic skills in math, language arts, and reading.

In reviewing the applications, the researcher discovered that each application had been carefully screened by the ODE Coordinator for Block Grants. On some applications, clarification of terms was requested. For example, one district proposed developing an "enrichment" program. When the school district representative explained that the program was for talented and gifted students, the application was approved.

The ODE Coordinator stated that there had been few problems in the ODE review and approval of LEA applications. In cases where it appeared that the LEA program would use block grant funds to supplant rather than supplement local budget support, telephone contacts quickly resolved the problem. For example, one district proposed the purchase of textbooks which are traditionally purchased out of the general fund

budget. The ODE approved the application when the district agreed to change its application to specify the purchase of supplemental reading materials for learning disabled students.

In summary, Oregon's transition from categorical federal grants to the ECIA Chapter 2 block grant program was accomplished without rancor or public debate of major issues, and with a high level of satisfaction. The ODE set aside funds of nearly one million dollars have enabled the ODE to continue programs and services to local school districts and to pursue educational reform through the Oregon Action Plan for Excellence.

Redistributive Effects of the Block Grant Program

In FY 1982, antecedent program grants for Oregon's elementary and secondary schools totaled \$2,698,328. The major recipient was Portland Public Schools receiving \$726,000 which included a \$359,545 Emergency School Assistance Act grant. Antecedent Title IV-C funds were competitive grants awarded to local school districts or to a consortium of school districts. For example, the Carus School district received a \$20,000 one-year grant for a School Climate program. This grant award was large relative to the district's pupil enrollment and "distorted" the summary of per-pupil grants.

Twenty-one school districts and educational service districts received funding for Improvement in Educational Practices. Major recipients of these funds were Lane County receiving \$107,331,71 (Lane ESD \$34,061, Eugene \$71,770, and Springfield \$1500) and Multnomah County (Portland \$93,280, Parkrose \$1,336, and Sauvie Island \$900).

The Title IV-B funds for Library Resources were non-competitive and were apportioned through the ODE to all school districts in the state as well as to the state institutions. For FY 1982, these allocations totaled \$1,590,165.

Under the antecedent program allocations to LEA's, the average per-pupil allocation in population centers was \$5.10 per pupil. The Rainier district received the smallest allocation per pupil (\$2.56) and Dallas received the highest per-pupil allocation of \$36.97. However, the Federal Grants Coordinator for the school district reported that Dallas had been designated as the "pass-through" agency for Valley Educational consortium funds involving school districts in Marion, Polk, and Yamhill counties. The grant was to develop teaching research programs for the benefit of the consortium members. In real dollars, Dallas received only the Title IV-B moneys of \$7,173 for FY 1982.

The average allocation for suburban school districts was \$3.79 ranging from a low of \$2.54 per pupil in Tigard to a high of \$9.03 in Bethel. The Portland School District received \$15.39 per pupil which reflected the ESAA grant.

The average per-pupil grant in the rural school districts was \$6.83. Carus received the highest per-pupil allocation of \$55.82, reflecting their one year grant, and Sisters received the smallest grant of \$2.03 per pupil. Actually, the McDermitt school district received no antecedent dollars per pupil since its students are tuitioned to a nearby district and they were reported in the average daily membership count of the receiving district.

Private schools could participate in the antecedent programs through either LEA purchase and loan of equipment to private schools, or directly with private school teachers participating in LEA programs. ODE officials stated that the Catholic schools were the major participants in the Title IV-B program. Data for 1982 private school participation in the antecedent programs were not available. The researcher raised the question, "If antecedent funds had been distributed using the block grant formula, how much of the funds would have been available to private schools?" Using 1983 private school data, the best estimate is that \$176,215 would have been available to private schools in LEA's. Since private school participation in antecedent programs was much more limited than it is in the block grant program, this is probably a "generous" estimate of private school participation in the 1982 antecedent program (Appendix E).

The distribution of antecedent funds over the five types of recipient organizations was disparate, ranging from an average of \$3.61 per pupil in the suburban districts to \$15.39 per pupil in the metropolitan urban (Portland) school district. The nature of the antecedent competitive Title IV program and the federal funding for categorical programs designated for high-cost students resulted in a variance between the percent pupils and percent of antecedent funds awarded to organizations in the five groups. As shown in Table XI, the metropolitan urban (Portland) group had 10.7% of the pupils, but received 26.91% of the total funds. On the other hand, the population center districts had 58.8% of the pupils, but received only 48.6% of the total funds.

TABLE XI

SUMMARY OF FISCAL YEAR 1982 FEDERAL CATEGORICAL PROGRAM
GRANTS TO FIVE GROUPS OF RECIPIENT ORGANIZATIONS

Recipient Group	Total Allocation	Pct of Total	Total Pupils	Pct of Total	Dollars Per Pupil
Pop Ctr	\$1,310,207	48.6	257,130.6	58.8	\$ 5.10
Suburban	312,802	11.6	82,518.3	18.9	3.79
Metro-urban	726,000	26.9	47,184.4	10.7	15.39
Rural	337,412	12.5	49,415.9	11.3	6.83
Institutions	11,907	0.4	1,343.0	.3	8.87
State Totals	\$2,698,328	100.0	437,592.0	100.0	\$6.17

Fiscal Year 1983 Block Grants

The first ECIA Chapter 2 program increased federal aid by over \$1.0 million dollars to local school districts in Oregon. The newly developed Chapter 2 distribution formula caused a redistribution of federal aid among the state's school districts.

As reported in Table XII, the average per-pupil allocations became less were disparate among the five groups under the Chapter 2 block grant program. The average per-pupil allocation in the population centers was \$7.30, while in the suburban districts, the average per-pupil allocation was \$7.12. The urban area of Portland received a per-pupil allocation of \$12.04; the average rural area per-pupil

allocation was \$8.10; and the state institution schools received an average of \$5.86 per pupil (Appendix F).

The block grant program which apportioned funds more on the basis of pupil existence and less on the basis of needs and competitive grants, narrowed gaps between proportions of pupils and proportions of federal aid allocated to each of the five groups. For example, in the antecedent categorical programs, the population center school districts had 58.8% of the pupils and received 48.6% of the federal aid; in the block grant program these districts had 58.4% of the pupils and now received 54.0% of the federal aid.

TABLE XII

SUMMARY OF FISCAL YEAR 1983 BLOCK GRANT ALLOCATIONS
TO OREGON SCHOOL DISTRICTS.

Recipient Group	Total Allocation	Pct of Total	Total Pupils	Pct of Total	Dollars Per Pupil
Pop Ctr	\$2,012,947	54.0	275,785.5	58.4	\$ 7.30
Suburban	622,482	16.7	87,512.5	18.5	7.12
Metro	657,019	17.6	54,599.8	11.6	12.04
Rural	429,504	11.5	53,049.7	11.2	8.10
Institutions	7,875	0.2	1,343.0	0.3	5.86
Totals	\$3,729,827	100.0	472,250.5	100.0	\$7.90

Transition from Antecedent to Block Grants

The first year block grant program delivered more federal aid dollars to Oregon school districts; about \$1.3 million more. Three of the five recipient groups received more federal aid dollars, but the

state institutions and the Portland school district (metropolitan) received less. While three of the school district groups received more federal dollars as a group, not all school districts within the groups received more federal aid from the block grant program; there were "gainers" and "losers" (Appendix G). Table XIII reports the net changes within each of the five groups and the state as a whole.

TABLE XIII

THE TRANSITION OF FY 1982 ANTECEDENT GRANTS TO FY 1983
BLOCK GRANTS IN FIVE RECIPIENT GROUPS AND FOR THE
STATE AS A WHOLE

Recipient Organization	FY 1982 Antecedent	FY 1983 Block Grant	Dollar Change
Pop Ctr	\$1,310,207	\$2,012,947	\$ 702,740
Suburban	312,802	622,482	309,680
Metro	726,000	657,019	(68,981)
Rural	337,412	429,504	92,092
Institutions	11,907	7,875	(4,032)
Total	\$2,698,328	\$3,729,827	\$1,031,499

Figure 4 graphically illustrates the redistributive effects of the block grant program over the five groups of recipient organizations. Within the five groups, the population center and suburban districts were relatively large gainers, the Portland (Metro) school district and the state institutions were losers, and the rural school districts were modest gainers. The redistributive effects result from

the shift away from a needs based and competitive grants program to a proportionate per pupil non-competitive grants allocation program.

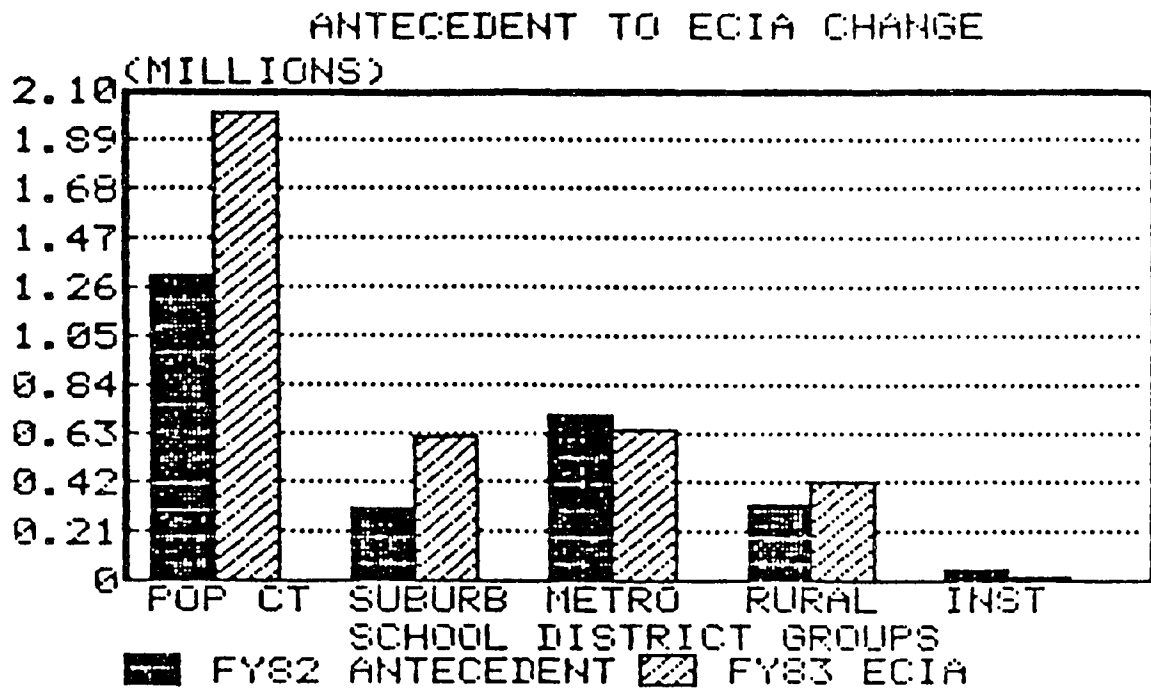


Figure 4. Redistributive effects of change from categorical antecedent programs (FY 1982) to Chapter 2 Block Grants (FY 1983).

Not all school districts even within the gaining groups were gainers. For example, seven of the ninety-one population center districts were losers and one of the fifteen suburban districts was a loser. The losers in these two groups occurred generally as a result of ambitious local district grantsmanship, or, as in the case of Dallas, the district served as the flow-through accounting agency for a consortium of school districts in the antecedent IV-C program. Of the 202 rural and small town school districts, 69 were losers and 132 were gainers. Table XIV summarizes and describes per-pupil gains and losses within the five groups and the state as a whole.

TABLE XIV
SUMMARY OF PER PUPIL GAINERS AND LOSERS WITHIN
EACH OF THE FIVE RECIPIENT GROUPS

Recipient Organization	Largest Gain	Largest Loss	Notes
Pop Ctr	\$5.14	(\$30.39)	Gainers ranged from \$0.10 to \$5.14 per pupil. (<u>n</u> = 84) Losers ranged from -\$0.22 to -\$30.39 per pupil. (<u>n</u> = 7)
Suburban	\$4.79	(\$ 1.75)	Gainers ranged from \$1.11 to \$4.79 per pupil. (<u>n</u> = 14) Only one district was a loser.
Metro		(\$ 3.34)	Portland's loss of the ESAA grant was only partially offset by adjustments in the block grant formula. (<u>n</u> = 1)
Rural	\$47.04	(\$49.37)	Gainers ranged from \$.07 to \$47.04 per pupil. (<u>n</u> = 132) Losers ranged from -\$0.07 to -\$49.37 per pupil. (<u>n</u> = 69) McDermit N/A
Institutions	\$1.59	(\$ 8.54)	One institution gained. Losers ranged from -\$2.05 to -\$8.54 per pupil. (<u>n</u> = 6) (Appendix G)

Figure 5 graphically illustrates the redistributive effects of the block grant program per-pupil allocations among the five groups of recipient organizations.

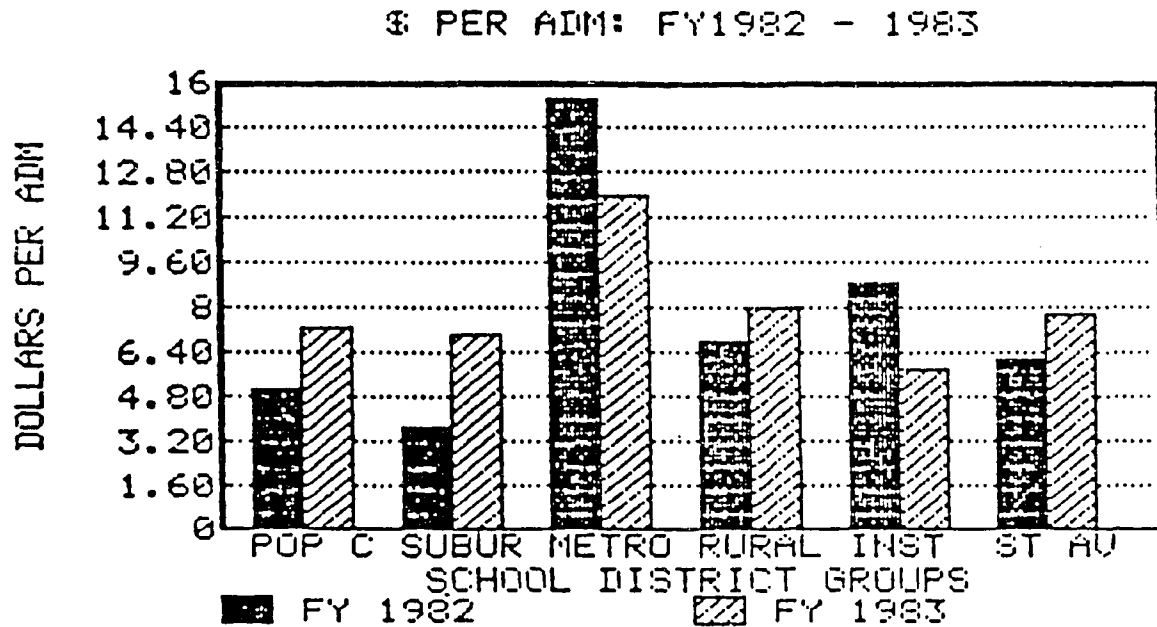


Figure 5. Redistributive effects of per-pupil change from categorical antecedent programs (1982) to Chapter 2 Block Grants (FY 1983).

The Private School Gains

No data nor estimates were available for Oregon private school participation in the fiscal year 1982 antecedent grants program. Private schools tripled their access to federal aid in the first year of the ECIA program in Colorado, and in Michigan, the gain was fivefold. An estimate of Oregon's private school participation in the antecedent IV-B and IV-C programs was made by assuming a block grant allocation distribution scheme. That is, in each district the sum of antecedent grants was divided by the total public and private school pupils. This hypothetical per-pupil amount was multiplied by the number of private school pupils in each district and summed for the state to produce an estimate of \$176,215 for 1982 private school participation. The first year block grant program private school eligibility was \$211,707; approximately a \$35,000 increase in the estimated 1982 private school participation. Again, this is a conservative estimate of gain; private school participation in the IV-B and IV-C program was minor and often in collaboration with local school district staff development activities.

The private school participation and allocation procedures have raised interesting issues and results. The LEA's block grant allocation is based in part on the sum of the LEA's Resident Average Daily Membership (RADM) and an estimate of private school pupils within the LEA. Often, fewer private school pupils participate than was estimated. Given this situation, an issue arose concerning whether the LEA should recompute its per-pupil allocation using the smaller actual private school pupil count. This would, in effect, result in a larger

per-pupil allocation to the private schools. In the first year, the LEA's did not recompute per-pupil allocations using the less than estimated private school pupil counts.

A block grant distribution formula may contain a combination of proportionate per-pupil dollars, and special circumstance high-cost factors. A first year issue concerned whether the private schools were entitled to share in only the basic per-pupil allocation or the total allocation which included the high-cost factors. In the second year, federal non-regulatory guidance became more regulatory and directed that LEA's must recompute per-pupil allocations using actual private school pupil participation and that private schools were to share in the total district allocation including all high cost special circumstance allocations. Both of these federal directives benefitted private schools.

The requirement that private school pupils must participate fully in the local district's allocation including all special circumstance and high cost factors results in private school pupils receiving a larger statewide average per pupil allocation than do the public school pupils. In Oregon, as in other states, the private school population is concentrated in the metropolitan urban areas and larger population center school districts. (In 1983, 53.8 percent of the private school pupils were located in five LEA's: Portland, Eugene, Medford, Salem, and Beaverton. Each of these districts was a high-cost formula district). LEA's in these areas tend to develop the highest per-pupil block grant allocation due to the block grant distribution formula and the existence of "high-cost" students. Since the private schools

participate in this high cost allocation, the effect statewide is for relatively larger pupil allocations on the average for the private schools. Table XV below reports the 1983 private and public school per-pupil allocations within each of the four school district groups and for the state as a whole.

TABLE XV

FISCAL YEAR 1983 PUBLIC AND PRIVATE SCHOOL ALLOCATIONS
PER PUPIL IN FOUR SCHOOL DISTRICT GROUPS AND FOR
THE STATE AS A WHOLE.

Group	Public Average Per Pupil	Private Average Per Pupil
Population Center	\$ 7.30	\$ 7.27
Suburban	7.12	6.88
Metropolitan	12.04	12.04
Rural	8.12	6.99
State Average	7.87	8.41

Fiscal Year 1984

Oregon's block grant allocations of \$4.61, \$4.74, and \$4.75 million from fiscal year 1983 through 1985 have been relatively constant. After deducting the states 20% set aside of approximately \$1.0 million, over \$3.5 million have been allocated to LEA's in each of the three fiscal years. There were no changes in the block grant distribution formula in the 1983 to 1985 fiscal year programs. However, there have been changes in LEA public and private pupil counts and there have been changes in the LEA's pupil participation in special condition and high

cost programs. The 1984 program allocations to the five recipient groups and the per-pupil allocations changed only slightly from the 1983 program (Appendix H). As reported in Table XVI below, the statewide average per-pupil allocation was slightly larger than the state average reflecting the increase in the state's allocation.

TABLE XVI
FISCAL YEAR 1984 BLOCK GRANT ALLOCATIONS IN FIVE
RECIPIENT ORGANIZATION GROUPS AND FOR THE
STATE AS A WHOLE

Recipient Group	Total Allocation	Pct of Total	Total Pupils	Pct of Total	Dollars Per Pupil
Pop Ctr	\$2,046,876	53.9	270,273.3	58.1	\$ 7.58
Suburban	653,991	17.2	89,052.3	19.2	7.35
Metropolitan	650,690	17.1	52,621.0	11.3	12.37
Rural	437,346	11.5	51,869.3	11.2	8.47
Institutions	6,857	0.2	1,200.5	0.3	5.71
State Total	\$3,795,760	100.0	465,016.4	100.0	\$ 8.15

The 1985 Fiscal Year

The 1985 block grant apportioned slightly more dollars over slightly fewer pupils statewide (Appendix I). The mix of pupils and formula factors resulted in a slight dollar per-pupil decrease in Portland and per-pupil increases in the other groups. The overall effect was to move the distribution closer to "mathematical equity" where the percentage of pupils is closer to the percentage block grant allocation

in each of the five groups. This occurs as a result of moving away from a competitive, needs based allocation formula towards a proportionate pupil, non-competitive distribution scheme. As shown in Table XVII, the comparison of the statewide average per-pupil allocation to the percent of total pupils results in less disparate per-pupil allocations in the five recipient categories.

TABLE XVII

FISCAL YEAR 1985 BLOCK GRANT ALLOCATIONS AMONG FIVE
RECIPIENT ORGANIZATIONS AND THE STATE AS A WHOLE

Recipient Group	Total Allocation	Pct of Total	Total Pupils	Pct of Total	Dollars Per Pupil
Pop Ctr	\$2,077,533	54.6	269,802.0	58.4	\$ 7.70
Suburban	659,458	17.3	87,178.3	18.9	7.56
Metropolitan	624,853	16.4	52,462.0	11.4	11.91
Rural	437,298	11.5	51,617.2	11.2	8.47
Institutions	7,888	0.2	1,200.5	0.3	6.57
State Totals	\$3,807,030	100.0	462,260.0	100.0	\$ 8.24

Trends from 1982 to 1985

The general effect of the block grant program has been to redistribute federal aid away from the Portland school district and state institutions toward the state's population center and suburban school districts. Rural school districts, as a group, have gained but their gains have not been proportionate to the population center and suburban school districts. Figure 6 illustrates the redistributive effects from the 1982 antecedent program through the 1985 block grant program.

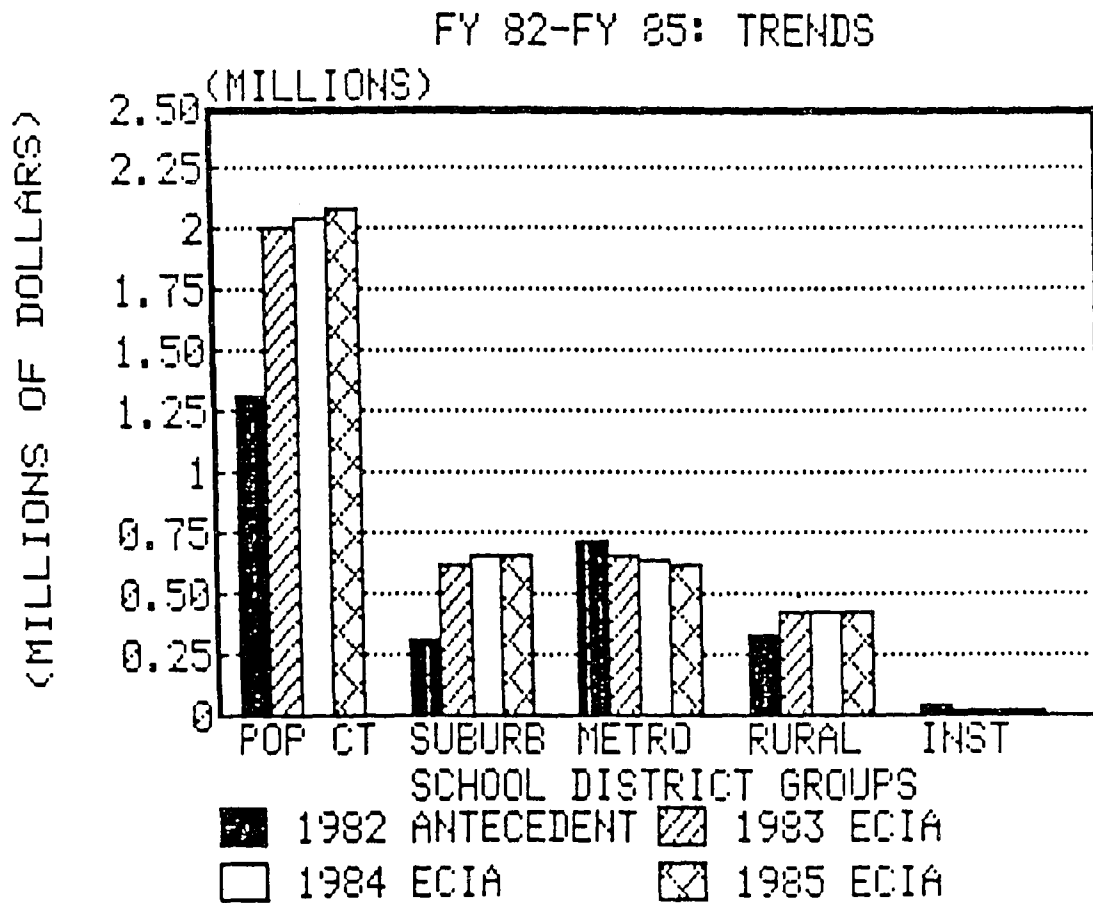


Figure 6. Redistribution effect from FY 1982 Antecedent Programs to FY 1985 Block Grant Programs

The general effect of the block grant program has been to hold block grant allocations per pupil constant in the metropolitan urban district of Portland, and to gradually increase the per-pupil allocation in all other groups. This is ironic in that the Portland located private schools have increased their access to federal aid through their association with the Portland school district, but the district itself has not gained dollars per pupil from the block grant program. Figure 7 graphically illustrates the dollar per-pupil trends in block grant allocations from the antecedent program through the fiscal year 1985 block grant program.

\$ PER ADM TREND: 1982-85

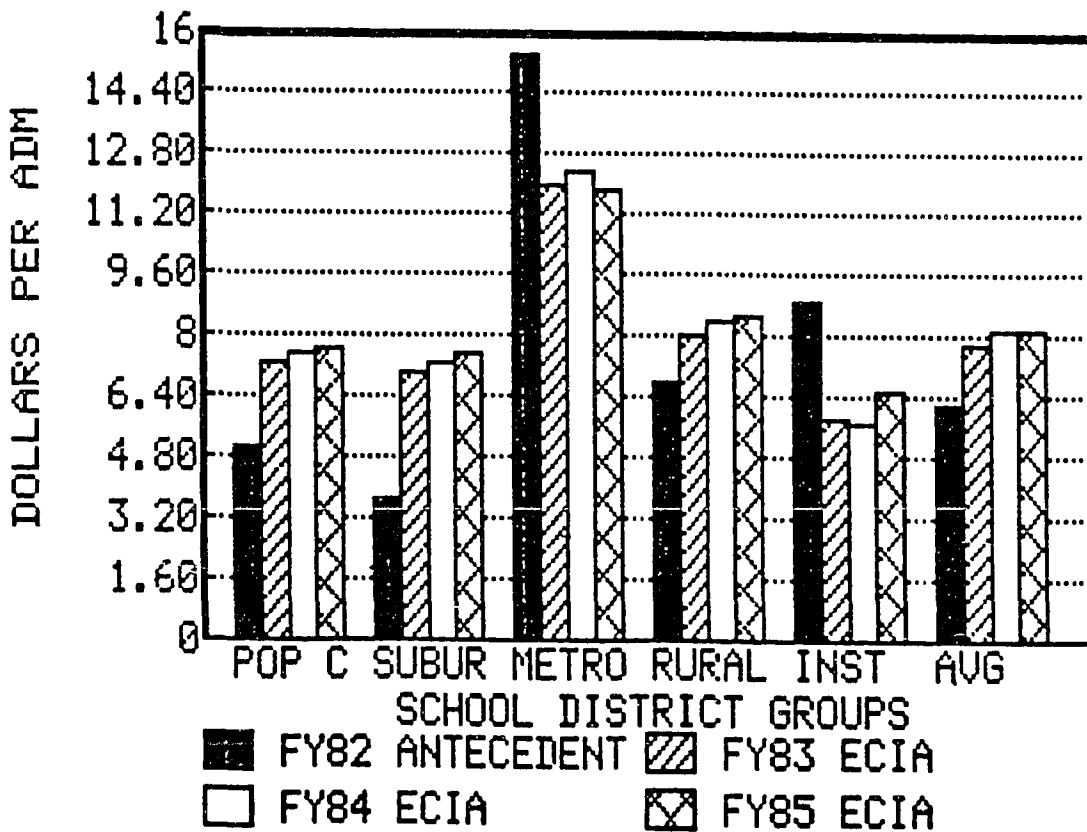


Figure 7. Dollar per-pupil trends from FY 1982 antecedent programs to FY 1985 block grant program.

Summary of the Findings

The findings are summarized according to the questions raised at the onset of the study.

- Q1. What are the implications of the block grant program for the governance, administration, and financing of elementary and secondary education in Oregon?

The block grant dollars of about \$3.5 million apportioned to LEA's are relatively insignificant when compared to total expenditures of about \$2 billion annually. However, the flexibility of acquiring and utilizing block grants at the local level seems to give LEAs resources that can be quickly and effectively applied to educational needs. In a way, the block grants represent a significant resource available to LEAs for staff development and training programs in the face of declining state resources and local property tax resistance.

Private school participation has increased. However, the degree of increase is a matter of conjecture in the absence of 1982 private school data. It does appear that the block grant program represents a significant increase in private school access to federal aid.

- Q2. In what way has the block grant program changed the distribution of federal aid to Oregon School districts?

The research found two major redistributive effects of the block grant program from the 1982 antecedent program through the 1985 block grant program. First, the federal dollars allocated to the State of Oregon for the 1982 antecedent categorical and competitive programs resulted in the Portland metropolitan-urban school district receiving a higher proportion of federal aid dollars than its proportion of pupil

population. The block grant program has made federal aid more proportionate to pupil populations. For example, in 1982 the Portland school district, with 10.8% of Oregon's elementary and secondary pupils, received 26.9% of the federal aid. By 1985, Portland, with 10.7% of the pupils, received 16.4% of the Chapter 2 federal aid. Secondly, the pattern of the block grant program has been one of holding Portland's per-pupil allocation stable while increasing per-pupil allocations to the school district groups of suburban, population center, rural, and to state institutions.

- Q3. How have block grants affected the capacity of the Oregon Department of Education to provide services to Oregon schools and school districts.

The slide in federal funding of Oregon Department of Education FTE positions began two years prior to the block grant program. The ODE had reduced in force 70 FTE positions which, in turn, had reduced programs and services primarily to the state's rural and small town school districts. The ODE, unlike other SEA's, was not faced with exceptionally strong pressures to use the block grant set aside to maintain staffing levels. Only 11.6 out of 204 FTE positions are funded from the block grant set aside. With these 11.6 FTE funded positions allocated in the areas of evaluation, staff development and school finance, it appears that the ODE is able to continue service and program delivery to the LEA's.

If the question could be restated to include the phrase, "to provide leadership," the response would be easier. The block grant program has provided the major resource and means by which the ODE and the State Board have implemented the Oregon Action Plan for Excellence.

- Q4. How have local school districts utilized block grant funds? For example, have school districts purchased computer hardware instead of investing in salary and staff development programs?

Generally, school districts, with the exception of Portland, do not use block grant funds for recurring staff salary and benefit costs. A sample of 56 LEA applications showed that over half (53.5%) of the block grant expenditures go for computer hardware, software, and related programs. Reading and library programs accounted for over 27% of LEA expenditures; talented and gifted, basic skills, teacher aides, bilingual education, and psychological support services accounted for about 20% of LEA expenditures.

There is great variety in LEA block grant programs and certainly not all LEAs spend the bulk of their block grant allocations for computer related programs. However, for the state as a whole, the block grant program has been the major means by which LEA's have responded to the need to acquire computer hardware, software programs, and staff development programs.

- Q5. What is the extent of private school participation in the block grant program? Who participates, how much is allocated, what is purchased, and what issues, if any, exist?

Based upon local school district applications, it is estimated that about 67% of the eligible private school pupils participate in the block grant program. The 1985 block grant allocation program assumed a private school participation of 28,581 private school pupils in the program. This raises two equity issues: (1) Artificially high private school pupil census data distort block grant allocations to LEA's; it is assumed that for whatever reason some LEA's maintain private school

pupil levels that are higher than actual participation level; and (2) if an LEA receives an allocation based on a distorted private school pupil estimate, are they required to use actual private school pupil data to recompute the per-pupil allocation for participating private schools? The first issue has not been addressed and probably cannot be fully addressed in the absence of reliable private school participation data. The second issue was resolved by the Office of Education when it directed SEA's to require a recomputation based on actual private school pupil participation.

A major issue concerned allocation of only the basic per-pupil allocation to private schools and not the special condition and high cost component additions to the LEA's per-pupil allocation. The Office of Education again resolved this issue by requiring LEA's to allocate the full per-pupil allocation to eligible private schools.

Two private school participation trends should be mentioned: (1) the census count of private school pupils is declining gradually and the ODE has tightened up its census count procedures, and (2) the Catholic and Lutheran parochial schools are the major private school participants. The first year non-participant "fundamentalist" private schools continue to abstain from the block grant program even after noting the non-interference stance of the Office of Education, the LEA and the ODE in dealing with participating private schools.

The ODE reporting procedures on private school participation have been revised to yield more definitive data on programs and expenditure requests to LEAs.

- Q6. What is the role of the State Block Grant Advisory Committee? Who serves, who appoints, how are decisions made, and what issues, if any, exist?

The implementation of the block grant program was accomplished quickly, effectively, and efficiently. The working relationship between the Governor's office and the ODE expedited the appointment of the state block grant advisory committee. The nominations for the committee were gleaned from recommendations solicited by the ODE from a broad range of education interest groups and individuals. The role of the State Advisory Committee has been to recommend actions and programs to the State Board. The SAC recommendations concerning the LEA allocation formula, the ODE set aside rate, and on the use of set aside funds within the ODE have been accepted by the State Board and put into practice. As one SAC member said,

There has been a lot of give and take . . . we had a lot of respect for each other's viewpoints . . . our only disagreement was over the percentage allocations to high cost special needs programs.

The following chapter presents the major conclusions drawn from the findings, and reports the major implications of the study.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Introduction

This study concerned the fiscal, governance, and educational impact of the Educational Consolidation and Improvement Act, Chapter 2 block grant program on elementary and secondary education in Oregon. This chapter reports the conclusions and implications of this study.

Conclusions

The following hypotheses were developed following a review of the literature. The hypotheses are restated here as a means of summarizing relevant findings and reporting the acceptance or rejection of each hypothesis:

- H1. The block grant program did not reduce federal aid to Oregon school districts. As a group, school districts received higher levels of federal block grant funds than they had received from the comparable antecedent categorical programs.

This hypothesis is accepted. Contrary to popular opinion, the ECIA block grant program delivered more federal aid to Oregon LEAs as a group than did the antecedent categorical programs. One reason for this was that Oregon had only one LEA (Portland) receiving Emergency School Assistance Aid. This study examined five classifications of recipient organizations; four groups were school districts and one

group was the state institution schools. Of the five groups, only the metropolitan urban (Portland) and state institution schools received less federal aid under the block grant program.

- H2. The block grant program guidelines, the recommendations of the State Block Grant Advisory Committee (SAC), and the decisions of the State Board of Education concerning Block Grant allocations to local education agencies resulted in:
- 2.1 A redistribution of federal aid away from rural area school districts toward suburban and population center area school districts.
 - 2.2 A decrease in the allocation of block grant funds to the state operated institutions, i.e., MacLaren, Oregon School for the Deaf, etc.
 - 2.3 An increase in the participation of private elementary and secondary education schools in federal aid.

This hypothesis is accepted. The block grant program has caused redistribution of federal aid among Oregon school districts. The redistribution has two major characteristics. The first characteristic is a movement toward mathematical equity where the proportion of pupils served is becoming more equal to the proportion of federal aid received. The second redistribution characteristic is one where proportionate allocations to the metropolitan-urban and rural school districts are decreasing while proportionate allocations to population center and suburban school districts are increasing.

The state institution schools and the metropolitan school district of Portland were the only recipient groups to receive less federal aid under the block grant program. In 1985, the decline in state institution aid per pupil was reversed and the state institution allocations per pupil increased for the first time. This reversal resulted from a decline in overall state pupil participation in the

face of an increase in Oregon's block grant appropriation. Therefore, the proportionate pupil allocations were higher. The Portland school district's loss has not been replaced.

About 67% of Oregon's eligible private school pupils participate in the block grant program through the local school districts. Private school participation data for the 1982 antecedent categorical programs were not available. An approximation of 1982 participation was formulated by conducting a hypothetical block grant allocation. The hypothetical allocation suggests that private school access to federal aid has increased in the block grant program. Findings in other states, such as Colorado and Michigan, report that the private schools received from three to five times as much federal aid under the block grant program as they did from the antecedent categorical programs.

- H3. The block grant program has continued a trend of decreased federal aid to the Oregon Department of Education (ODE) for support of leadership and management services to elementary and secondary school districts.

This hypothesis is not accepted. The major reductions in force at the ODE and a reduction in field services to LEAs occurred in the two-year period preceding the Chapter 2 block grant program. While the block grant program and ODE's full utilization of the allowable 20% set aside have not resulted in restoring lost FTE positions, the flexibility of the set aside utilization has permitted the ODE to fund its major program in school reform and improvement, the Oregon Action Plan for Excellence.

- H4. The block grant program has had a major impact on LEA responses to technological changes in both the acquisition of new technology and the development of personnel in the use of new technologies.

If the hypothesis could be rephrased to read "LEA's increased potential for response.....," it could be accepted. School districts are investing a major portion of their block grant allocation in computer hardware and related programs. However, one cannot assume that these investments have had a major impact on LEA responses to technological change.

H5. The inclusion of the Elementary and Secondary Assistance Aid (ESAA) revenues in Chapter 2 resulted in reduced aid for high-cost children and a de-emphasis on desegregation activities in the Portland school district.

This hypothesis is not accepted. The inclusion of the ESAA program in the block grant did result in a loss of revenue to the Portland school district. However, the district continues to pursue the major policies and programs established under the ESAA program. The desegregation programs have shifted from the earlier massive busing programs to school level enrichment and staff development. The school district continues to invest portions of the block grant program along with Title 1 and general fund budget resources in programs for high-cost children. It may be that an enlightened school board's commitment to a policy of and programs for equality of educational opportunity transcended the loss of or access to federal funds.

Implications

Block grants represent a small fraction of the total educational expenditure in Oregon, but discontinuance of the program would create short-term financial problems within LEAs. The block grant program has provided funding to enhance the talented and gifted programs, to acquire computer hardware and software, and to retain the level of service in many basic skill programs. Loss of the block grant funding

would either eliminate many programs or require resources from the general fund budget to continue programs developed to meet the unique needs of local school districts and communities. Loss of the program would be of major consequence to the Oregon Department of Education. It represents the means for the State Board of Education and the ODE to be leaders and major participants in shaping educational change and reform proposals.

While the transition from antecedent categorical programs to block grants effected redistribution of federal aid away from the metropolitan urban Portland school district toward the population centers and suburban school districts, this may be of minor interest and concern. The appeal of the block grant program seems to override issues of need, equity, and distribution. While the block grant may have been viewed as a short-term windfall during its first year, the program is now viewed as a continuing, stable funding source with few strings attached. It permits LEAs to develop programs reflecting local school district priorities that perhaps they would not have done otherwise or, more probably, wouldn't have done as quickly at the same level.

The genesis of block grant programs in education lay in the notion that the federal government could provide a measure of financial support in the absence of tightly controlled accountability, evaluation, and monitoring mechanisms. Local communities and schools, both public and private, would be more likely to make the most effective use of federal aid with a minimum of federal interference. While this may be well intentioned and feasible, it leads to a vagueness about the

purpose of federal aid and the future role of the federal government in financing elementary and secondary education.

Throughout this study, financial and programmatic implications have been analyzed as to the effects of the first educational block grant in the history of our nation upon educational policy and financial planning. The merging of categorical programs into block grants has been attempted since 1967. These proposals have failed since proponents were unable to garner sufficient support in either Congress or the educational community to ensure passage (Hastings, 1981). A national crisis of rapidly increasing inflation and high rates of unemployment provided the impetus for the Reagan Administration's Program for Economic Recovery. With the passage of the Omnibus Budget Reconciliation Act of 1981, over 80 categorical programs were consolidated into six human services block grants, including the Educational Consolidation and Improvement Act, Chapter 2 Block Grants. Reversing the national trend of the federal government to provide aid that assured states and local school districts would develop programs deemed to be in the national interest, the Chapter 2 program with nonregulatory guidelines caused the pendulum to swing and educators witnessed the turning back of time (Verstegen, 1983).

While conducting this study, the researcher has been struck with the notion that this study and most of the block grant research has been concerned with the means and mechanisms being used in the block grant program and not concerned with the larger question of national interests and purposes being served by the block grant program.

The incorporation of the Emergency School Assistance Aid into the Chapter 2 block grant program caused discontent in states where metropolitan urban school districts were undergoing voluntary or court ordered desegregation. Whether Chapter 2 was ever consciously intended to weaken urban desegregation programs while strengthening services to private schools is unknown. However, that seems to have been one of the consequences of the block grant program (McGeorge, 1983). This is an issue that has been brought to the attention of Congress in hearings before the Congressional Subcommittee of the Committee on Government Operations. The implications of reduced federal aid to these metropolitan urban districts is yet to be addressed by policymakers.

Have block grants been good or bad? The choice is simplistic. Certainly, permissive and flexible management and oversight have benefited local school districts even though reductions in some school districts have caused programmatic changes. If the intent of the program is to equalize spending per pupil, it appears that the states' distribution formulae, including Oregon's, have achieved that goal. If the intent was to continue providing federal aid to local school districts with large concentrations of high cost pupils, the program is open to challenge.

The allocation of federal revenues in the absence of strongly conceived purpose can be defined as revenue sharing; over time, the Chapter 2 block grant program may evolve into an education revenue sharing program. In times of economic difficulty and revenue shortfalls, the justification for continued educational block grants may be questioned. The prospects of this implication may require lawmakers and educators to face critical policy issues in the future regarding the responsibilities of the federal government for American education.

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APPENDIX A

THE EDUCATION CONSOLIDATION AND IMPROVEMENT
ACT OF 1981 CHAPTER 2

(SUBTITLE D, TITLE V, OF PUBLIC LAW 97-35)

**EDUCATION CONSOLIDATION
AND
IMPROVEMENT ACT OF 1981**

CHAPTER 2

THE LAW

Chapter 2—Consolidation Of Federal Programs For Elementary And Secondary Education

SEC. 561. STATEMENT OF PURPOSE

- (a) It is the purpose of this chapter to consolidate the program authorizations contained in—
- (1) titles II, III, IV, V, VI, VIII, and IX (except part C) of the Elementary and Secondary Education Act of 1965;
 - (2) the Alcohol and Drug Abuse Education Act;
 - (3) part A and section 532 of title V of the Higher Education Act of 1965;
 - (4) the Follow Through Act (on a phased basis);
 - (5) section 3(a)(1) of the National Science Foundation Act of 1950 relating to precollege science teacher training; and
 - (6) the Career Education Incentive Act;
- into a single authorization of grants to States for the same purposes set forth in the provisions of law specified in this sentence, but to be used in accordance with the educational needs and priorities of State and local educational agencies as determined by such agencies. It is the further purpose and intent of Congress to financially assist State and local educational agencies to improve elementary and secondary education (including preschool education) for children attending both public and private schools, and to do so in a manner designed to greatly reduce the enormous administrative and paperwork burden imposed on schools at the expense of their ability to educate children.
- (b) The basic responsibility for the administration of funds made available under this chapter is in the State educational agencies, but it is the intent of Congress that this responsibility be carried out with a minimum of paperwork and that the responsibility for the design and implementation of programs assisted under the chapter shall be mainly that of local educational agencies, school superintendents and principals, and classroom teachers and supporting personnel, because they have the most direct contact with students and are most directly responsible to parents.

**SEC. 562. AUTHORIZATION OF APPROPRIATIONS:
DURATION OF ASSISTANCE**

- (a) There are authorized to be appropriated such sums as may be necessary for fiscal year 1982 and each of the five succeeding fiscal years to carry out the provisions of this chapter.
- (b) During the period beginning July 1, 1982, and ending September 30, 1987, the Secretary shall, in accordance with the provisions of this subtitle, make payments to State educational agencies for the purposes of this chapter.
- (c) Funds available under previously authorized programs shall be available for the purpose of such payments in accordance with section 514(b)(2) of the Omnibus Education Reconciliation Act of 1981.

SEC. 563. ALLOTMENTS TO STATES

- (a) From the sums appropriated to carry out this chapter in any fiscal year, the Secretary shall reserve not to exceed 1 per centum for payments to Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, and the Northern Mariana Islands, to be allotted in accordance with their respective needs. The Secretary shall reserve an additional amount, not to exceed 6 per centum of the sums appropriated, to carry out the purposes of section 583. From the remainder of such sums the Secretary shall allot to each State in an amount which bears the same ratio to the amount of such remainder as the school-age population of the State bears to the school-age population of all States, except that no State shall receive less than an amount equal to 0.5 per centum of such remainder.
- (b) For the purposes of this section:
 - (1) The term "school-age population" means the population aged five through seventeen.
 - (2) The term "States" includes the fifty States, the District of Columbia, and Puerto Rico.

SEC. 564. STATE APPLICATIONS

- (a) Any State which desires to receive grants under this chapter shall file an application with the Secretary which—
 - (1) designates the State educational agency as the State agency responsible for the administration and supervision of programs assisted under this chapter;
 - (2) provides for a process of active and continuing consultation with the State educational agency of an advisory committee, appointed by the Governor and determined by the Governor to be broadly representative of the educational interests and the general public in the State, including persons representative of—

- (A) public and private elementary and secondary schoolchildren;
- (B) classroom teachers;
- (C) parents of elementary and secondary schoolchildren;
- (D) local boards of education;
- (E) local and regional school administrators (including principals and superintendents);
- (F) institutions of higher education; and
- (G) the State legislature;

to advise the State educational agency on the allocation among authorized functions of funds (not to exceed 20 per centum of the amount of the State's allotment) reserved for State use under section 565(a), on the formula for the allocation of funds to local educational agencies, and on the planning, development, support, implementation, and evaluation of State programs assisted under this chapter;

- (3) sets forth the planned allocation of funds reserved for State use under section 565(a) among subchapters A, B, and C of this chapter and among the authorized programs and projects which are to be implemented, and the allocation of such funds required to implement section 586, including administrative costs of carrying out the responsibilities of the State educational agency under this chapter;
 - (4) provides for timely public notice and public dissemination of the information provided pursuant to paragraphs (2) and (3);
 - (5) beginning with fiscal year 1984, provides for an annual evaluation of the effectiveness of programs assisted under this chapter, which shall include comments of the advisory committee, and shall be made available to the public; and
 - (6) provides that the State educational agency will keep such records and provide such information to the Secretary as may be required for fiscal audit and program evaluation (consistent with the responsibilities of the Secretary under this chapter); and
 - (7) contains assurances that there is compliance with the specific requirements of this chapter.
- (b) An application filed by the State under subsection (a) shall be for a period not to exceed three fiscal years, and may be amended annually as may be necessary to reflect changes without filing a new application.

SEC. 565. ALLOCATION TO LOCAL EDUCATIONAL AGENCIES

- (a) From the sum made available each year under section 563, the State educational agency shall distribute not less than 80 per centum to local educational agencies within such State according to the relative enrollments in public and nonpublic schools within the school district of such agencies, adjusted, in accordance with criteria approved by the Secretary, to provide higher per pupil allocations to local educational agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as—
 - (1) children from low-income families,
 - (2) children living in economically depressed urban and rural areas, and
 - (3) children living in sparsely populated areas.
- (b) The Secretary shall approve criteria suggested by the State educational agency for adjusting allocations under subsection (a) if such criteria are reasonably calculated to produce an equitable distribution of funds with reference to the factors set forth in subsection (a).
- (c) From the funds paid to it pursuant to sections 563 and 564 during each fiscal year, the State educational agency shall distribute to each local educational agency which has submitted an application as required in section 566 the amount of its allocation as determined under subsection (a).

SEC. 566. LOCAL APPLICATIONS

- (a) A local educational agency may receive its allocation of funds under this chapter for any year in which it has on file with the State educational agency an application which—
 - (1) sets forth the planned allocation of funds among subchapters A, B, and C of this chapter and for the programs authorized by such subchapters which it intends to support, including the allocation of such funds required to implement section 586;
 - (2) provides assurances of compliance with provisions of this chapter relating to such programs, including the participation of children enrolled in private, nonprofit schools in accordance with section 586;
 - (3) agrees to keep such records, and provide such information to the State educational agency as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of the State agency under this chapter; and
 - (4) in the allocation of funds for programs authorized by this chapter, and in the design, planning, and implementation of such programs, provides for systematic consultation with

parents of children attending elementary and secondary schools in the area served by the local agency, with teachers and administrative personnel in such schools, and with other groups as may be deemed appropriate by the local educational agency.

- (b) An application filed by a local educational agency under subsection (a) shall be for a period not to exceed three fiscal years, may provide for the allocation of funds among programs and purposes authorized by this chapter for a period of three years, and may be amended annually as may be necessary to reflect changes without filing a new application.
- (c) Each local educational agency shall have complete discretion, subject only to the provisions of this chapter, in determining how funds the agency receives under this section shall be divided among the purposes of this chapter in accordance with the application submitted under this section.

Subchapter A—Basic Skills Development

SEC. 571. USE OF FUNDS

Funds allocated for use under this subchapter shall be used by State and local educational agencies to develop and implement a comprehensive and coordinated program designed to improve elementary and secondary school instruction in the basic skills of reading, mathematics, and written and oral communication, as formerly authorized by title II of the Elementary and Secondary Education Act of 1965, relating to basic skills improvement, including the special mathematics program as formerly authorized by section 232 of such title.

SEC. 572.

STATE LEADERSHIP AND SUPPORT SERVICES

- (a) In order to achieve the purposes of this subchapter, State educational agencies may use funds reserved for State programs to make grants to and enter into contracts with local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions—
 - (1) to carry out planning, research and development, demonstration projects, training of leadership personnel, short term and regular session teacher training institutes; and
 - (2) for the development of instructional materials, the dissemination of information, and technical assistance to local educational agencies.

Each State educational agency may also use such funds for technical assistance and training for State boards of education.

- (b) State educational agencies may support activities designed to enlist the assistance of parents and volunteers working with schools to improve the performance of children in the basic skills. Such activities may include—
- (1) the development and dissemination of materials that parents may use in the home to improve their children's performance in those skills; and
 - (2) voluntary training activities for parents to encourage and assist them to develop their children in developing basic skills; except that such activities conducted in local areas shall be conducted with the approval of and in conjunction with programs of local educational agencies.

SEC. 573. SCHOOL LEVEL PROGRAMS

- (a) In planning for the utilization of funds it allocates for this chapter (from its allotment under section 565) a local educational agency shall provide for the participation of children enrolled in private elementary and secondary schools (and of teachers in such schools) in accordance with section 586. Such plans shall be developed in conjunction with and involve continuing consultation with teachers and principals in such district. Such planning shall include a systematic strategy for improving basic skills instruction for all children which provides for planning and implementation at the school building level, involving teachers, administrators, and (to the extent practicable) parents, and utilizing all available resources in a comprehensive program. The programs shall include—
- (1) diagnostic assessment to identify the needs of all children in the school;
 - (2) the establishment of learning goals and objectives for children and for the school;
 - (3) to the extent practicable, pre-service and in-service training and development programs for teachers, administrators, teacher aides and other support personnel, designed to improve instruction in the basic skills;
 - (4) activities designed to enlist the support and participation of parents to aid in the instruction of their children; and
 - (5) procedures for testing students and for evaluation of the effectiveness of programs for maintaining a continuity of effort for individual children.
- (b) The programs described in subsection (a) may include such area-wide or district-wide activities as learning centers accessible to students and parents, demonstration and training programs for parents, and other activities designed to promote more effective instruction in the basic skills.

Subchapter B—Educational Improvement and Support Services

SEC. 576. STATEMENT OF PURPOSE

It is the purpose of this subchapter to permit State and local educational agencies to use Federal funds (directly, and through grants to or contracts with educational agencies, local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions) to carry out selected activities from among the full range of programs and projects formerly authorized under title IV, relating to educational improvement, resources, and support, title V, relating to State leadership, title VI, relating to emergency school aid, of the Elementary and Secondary Education Act of 1965, section 3(a)(1) of the National Science Foundation Act of 1950, relating to precollege science teacher training, and part A and section 532 of title V of the Higher Education Act of 1965, relating to the Teacher Corps and teacher centers, in accordance with the planned allocation of funds set forth in the applications under sections 564 and 566, in conformity with the other requirements of this chapter.

SEC. 577. AUTHORIZED ACTIVITIES

Programs and projects authorized under this subchapter include—

- (1) the acquisition and utilization—
 - (A) of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools which shall be used for instructional purposes only, and
 - (B) of instructional equipment and material suitable for use in providing education in academic subjects for use by children and teachers in elementary and secondary schools which shall be used for instructional purposes only, which take into account the needs of children in both public and private schools based upon periodic consultation with teachers, librarians, media specialists, and private school officials;
- (2) the development of programs designed to improve local educational practices in elementary and secondary schools, and particularly activities designed to address educational problems such as the education of children with special needs (educationally deprived children, gifted and talented children, including children in private schools);

- (3) programs designed to assist local educational agencies, upon their request, to more effectively address educational problems caused by the isolation or concentration of minority group children in certain schools if such assistance is not conditioned upon any requirement that a local educational agency which assigns students to schools on the basis of geographic attendance areas adopt any other method of student assignment, and that such assistance is not made available for the transportation of students or teachers or for the acquisition of equipment for such transportation;
- (4) comprehensive guidance, counseling, and testing programs in elementary and secondary schools and State and local support services necessary for the effective implementation and evaluation of such programs (including those designed to help prepare students for employment);
- (5) programs and projects to improve the planning, management and implementation of educational programs, including fiscal management, by both State and local educational agencies, and the cooperation of such agencies with other public agencies;
- (6) programs and projects to assist in teacher training and in-service staff development, particularly to better prepare both new and in-service personnel to deal with contemporary teaching and learning requirements and to provide assistance in the teaching and learning of educationally deprived students; and
- (7) programs and projects to assist local educational agencies to meet the needs of children in schools undergoing desegregation and to assist such agencies to develop and implement plans for desegregation in the schools of such agencies.

Subchapter C—Special Projects

SEC. 581. STATEMENT OF PURPOSE

It is the purpose of this subchapter to permit State and local educational agencies to use Federal funds (directly and through grants to or contracts with educational agencies, local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions) to carry out selected activities from among the full range of programs and projects formerly authorized under title III, relating to special projects, title VIII, relating to community schools, and title IX (except part C), relating to gifted and talented children, educational proficiency standards, safe schools program, and ethnic heritage program, of the Elementary and Secondary Education Act of 1965, the Career Education Incentive Act, and part B of title V of the Economic Opportunity Act of 1964, relating to Follow Through programs, in accordance with the planned allocation of funds set forth in the applications under sections 564 and 566, in conformity with the other requirements of this chapter.

SEC. 582. AUTHORIZED ACTIVITIES

Programs and projects authorized under this subchapter include—

- (1) special projects (as may be determined to be desirable by the State or local educational agencies) in such areas as—
 - (A) preparation of students to use metric weights and measurements when such use is needed;
 - (B) emphasis on the arts as an integral part of the curriculum;
 - (C) (i) in-school partnership programs in which the parents of school-age children participate to enhance the education and personal development of the children, previously authorized by part B of the Headstart-Follow Through Act;
 - (ii) preschool partnership programs in which the schools work with parents of preschool children in cooperation with programs funded under the Headstart-Follow Through Act;
 - (D) consumer education;
 - (E) preparation for employment, the relationship between basic academic skill development and work experience, and coordination with youth employment programs carried out under the Comprehensive Employment Training Act;
 - (F) career education previously authorized by the Career Education Incentive Act;
 - (G) environmental education, health education, education about legal institutions and the American system of law and its underlying principles, and studies on population and the effects of population changes;
 - (H) academic and vocational education of juvenile delinquents, youth offenders, and adult criminal offenders; and
 - (I) programs to introduce disadvantaged secondary school students to the possibilities of careers in the biomedical and medical sciences, and to encourage, motivate, and assist them in the pursuit of such careers;
- (2) the use of public education facilities as community centers operated by a local education agency in conjunction with other local governmental agencies and community organizations and groups to provide educational, recreational, health care, cultural, and other related community and human services for the community served in accordance with the needs, interests, and concerns of the community and the agreement and conditions of the governing board of the local educational agency; and

- (3) additional programs, including—
- (A) special programs to identify, encourage, and meet the special educational needs of children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities;
 - (B) establishment of educational proficiency standards for reading, writing, mathematics, or other subjects, the administration of examinations to measure the proficiency of students, and implementation of programs (coordinated with those under subchapter A of this chapter) designed to assist students in achieving levels of proficiency compatible with established standards;
 - (C) programs designed to promote safety in the schools and to reduce the incidence of crime and vandalism in the school environment;
 - (D) planning, developing, and implementing ethnic heritage studies programs to provide all persons with an opportunity to learn about and appreciate the unique contributions to the American national heritage made by the various ethnic groups, and to enable students better to understand their own cultural heritage as well as the cultural heritage of others; and
 - (E) programs involving training and advisory services under title IV of the Civil Rights Act of 1964.

Subchapter D—Secretary's Discretionary Funds

SEC. 583. DISCRETIONARY PROGRAM AUTHORIZED

- (a) From the sums reserved by the Secretary pursuant to the second sentence of section 563(a) the Secretary is authorized to carry out directly or through grants to or contracts with State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions, programs and projects which—
- (1) provide a national source for gathering and disseminating information on the effectiveness of programs designed to meet the special educational needs of educationally deprived children, and others served by this subtitle, and for assessing the needs of such individuals, including programs and projects formerly authorized by section 376 of the Elementary and Secondary Education Act of 1965 and programs and projects formerly funded under the "National Diffusion Network" program;

- (2) carry out research and demonstrations related to the purposes of this subtitle;
 - (3) are designed to improve the training of teachers and other instructional personnel needed to carry out the purposes of this subtitle; or
 - (4) are designed to assist State and local educational agencies in the implementation of programs under this subtitle.
- (b) From the funds reserved for the purposes of this section, the Secretary shall first fund—
- (1) the Inexpensive Book Distribution Program (as carried out through "Reading is Fundamental") as formerly authorized by part C of title II of the Elementary and Secondary Education Act of 1965,
 - (2) the programs of national significance in the "Arts in Education" Program as formerly authorized by part C of title III of such Act, and
 - (3) programs in alcohol and drug abuse education as formerly authorized by the Alcohol and Drug Abuse Education Act, at least in amounts necessary to sustain the activities described in this sentence at the level of operations during fiscal year 1981, and then utilize the remainder of such funds for the other authorized activities described in subsection (a).

Subchapter E—General Provisions

SEC. 585 MAINTENANCE OF EFFORT: FEDERAL FUNDS SUPPLEMENTARY

- (a) (1) Except as provided in paragraph (2), a State is entitled to receive its full allocation of funds under this chapter for any fiscal year if the Secretary finds that either the combined fiscal effort per student of the aggregate expenditures within the State with respect to the provision of free public education for the preceding fiscal year was not less than 90 per centum of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.
- (2) The Secretary shall reduce the amount of the allocation of funds under this chapter in any fiscal year in the exact proportion to which the State fails to meet the requirements of paragraph (1) by falling below 90 per centum of both the fiscal effort per student and the aggregate expenditures (using the measure most favorable to the State), and no such lesser amount shall be used for computing the effort required under paragraph (1) for subsequent years.
- (3) The Secretary may waive, for one fiscal year only, the requirements of this subsection if he determines that such a waiver would be equitable due to exceptional or uncontrollable cir-

circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.

- (b) A State or local educational agency may use and allocate funds received under this chapter only so as to supplement and, to the extent practical, increase the level of funds that would, in the absence of Federal funds made available under this chapter, be made available from non-Federal sources, and in no case may such funds be used so as to supplant funds from non-Federal sources.
- (c) The Secretary is specifically authorized to issue regulations to enforce the provisions of this section.

SEC. 586. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

- (a) (1) To the extent consistent with the number of children in the school district of a local educational agency which is eligible to receive funds under this chapter or which serves the area in which a program or project assisted under this chapter is located who are enrolled in private nonprofit elementary and secondary schools, or with respect to instructional or personnel training programs funded by the State educational agency from funds reserved for State use under section 565, such agency after consultation with appropriate private school officials, shall provide for the benefit of such children in such schools secular, neutral, and nonideological services, materials, and equipment including the participation of the teachers of such children (and other educational personnel serving such children) in training programs, and the repair, minor remodeling, or construction of public facilities as may be necessary for their provision (consistent with subsection (c) of this section), or, if such service, materials, and equipment are not feasible or necessary in one or more such private schools as determined by the local educational agency after consultation with the appropriate private school officials, shall provide such other arrangements as will assure equitable participation of such children in the purposes and benefits of this chapter.
- (2) If no program or project is carried out under subsection (a)(1) of this section in the school district of a local educational agency, the State educational agency shall make arrangements, such as through contracts with nonprofit agencies or organizations, under which children in private schools in that district are provided with services and materials to the extent that would have occurred if the local educational agency had received funds under this chapter.

- (3) The requirements of this section relating to the participation of children, teachers, and other personnel serving such children shall apply to programs and projects carried out under this chapter by a State or local educational agency, whether directly or through grants to or contracts with other public or private agencies, institutions, or organizations.
- (b) Expenditures for programs pursuant to subsection (a) shall be equal (consistent with the number of children to be served) to expenditures for programs under this chapter for children enrolled in the public schools of the local educational agency, taking into account the needs of the individual children and other factors which relate to such expenditures, and when funds available to a local educational agency under this chapter are used to concentrate programs or projects on a particular group, attendance area, or grade or age level, children enrolled in private schools who are included within the group, attendance area, or grade or age level selected for such concentration shall, after consultation with the appropriate private school officials, be assured equitable participation in the purposes and benefits of such programs or projects.
- (c) (1) The control of funds provided under this chapter and title to materials, equipment, and property repaired, remodeled, or constructed therewith shall be in a public agency for the uses and purposes provided in this chapter, and a public agency shall administer such funds and property.
- (2) The provision of services pursuant to this section shall be provided by employees of a public agency or through contract by such public agency with a person, an association, agency, or corporation who or which, in the provision of such services, is independent of such private school and of any religious organizations, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this chapter shall not be commingled with State or local funds.
- (d) If by reason of any provision of law a State or local educational agency is prohibited from providing for the participation in programs of children enrolled in private elementary and secondary schools, as required by this section, the Secretary shall waive such requirements and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of this section.
- (e) (1) If the Secretary determines that a State or local educational agency has substantially failed or is unwilling to provide for the participation on an equitable basis of children enrolled in private elementary and secondary schools as required by this section, he may waive such requirements and shall arrange for the provision of services to such children through arrange-

ments which shall be subject to the requirements of this section.

- (2) Pending final resolution of any investigation of complaining that could result in a determination under this subsection or subsection (d), the Secretary may withhold from the allocation of the affected State or local educational agency the amount he estimated would be necessary to pay the cost of those services.
- (f) Any determination by the Secretary under this section shall continue in effect until the Secretary determines that there will no longer by any failure or inability on the part of the State or local educational agency to meet the requirements of subsections (a) and (b).
- (g) When the Secretary arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services, including the administrative costs of arranging for those services, from the appropriate allotment of the State under this chapter.
- (h) (1) The Secretary shall not take any final action under this section until the State educational agency and the local educational agency affected by such action have had an opportunity, for at least forty-five days after receiving written notice thereof, to submit written objections and to appear before the Secretary or his designee to show why that action should not be taken.
- (2) If a State or local agency is dissatisfied with the Secretary's final action after a proceeding under paragraph (1) of this subsection, it may within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Secretary. The Secretary thereupon shall file in the court the record of the proceedings on which he based this action, as provided in section 2112 of title 28, United States Code.
- (3) The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Secretary to take further evidence and the Secretary may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.
- (4) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Secretary or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon

- certionari or certification as provided in section 1254 of title 28, United States Code.
- (i) Any bypass determination by the Secretary under titles II through VI and VIII and IX of the Elementary and Secondary Education Act of 1965 prior to the effective date of this chapter shall remain in effect to the extent consistent with the purposes of this chapter.

SEC. 587. REPEALS

- (a) Effective October 1, 1982, the provisions of—
 - (1) titles II, III, IV, V, VI, VIII, and IX (except part C) of the Elementary and Secondary Education Act of 1965;
 - (2) part A and section 532 of title V of the Higher Education Act of 1965;
 - (3) the Alcohol and Drug Abuse Education Act; and
 - (4) the Career Education Incentive Act; are repealed.
- (b) Effective October 1, 1984, subchapter C of chapter 8 of subtitle A of title VI of this Act, relating to Follow Through programs is repealed.

APPENDIX B
OREGON'S STATE ADVISORY COMMITTEE
FOR CHAPTER 2 BLOCK GRANTS

OREGON DEPARTMENT OF EDUCATION
700 Pringle Parkway SE
Salem, OR 97310

April 10, 1984

CHAPTER 2
CONSOLIDATION EDUCATION GRANTS ADVISORY COMMITTEE

<u>Name</u>	<u>Representing</u>	<u>Term</u>
Kathleen Bowman 1515 SW Fifth Ave. Suite 500 Portland, OR 97201	Public	11/1/83-10/31/84
Sister Mary Breling 6235 NE 10th Portland, OR 97211 PHONE: 287-2332	Private Schools	11/1/83-10/31/85
Thelma Unthank Brown 534 NE 43rd Portland, OR 97213 PHONE: 287-8797	Elementary Principal	11/1/83-10/31/84
Maurice J. Caba 6770 Parkway Gladstone, OR 97027 PHONE: 249-2000, Ext. 291	Fed. Program Director	11/1/83-10/31/84
Barbara Hasek P.O. Box 452 Springfield, OR 97477 PHONE: 747-8352	PTA	11/1/83-10/31/84
Addie J. Haynes 4114 NE 19th Avenue Portland, OR 97211 PHONE: 252-1716	Teacher/Coordinator (Succeeds J. Hartzog)	11/1/83-10/31/85
Donna B. Hitchman Route 1, Box 504 Warrenton, OR 97146 PHONE: 861-2547 (Home) 325-2862 (Office)	ESD Business Manager (Succeeds D. Cushing)	11/1/83-10/31/85
Robert Humphreys 14765 Waldo Hills Drive SE Sublimity, OR 97385 PHONE: 873-4905 or 769-6668	ESD Board Member	11/1/83-10/31/84

Delna L. Jones State Representative 1625 SW Pheasant Drive Aloha, OR 97006 Phone: 642-3102 (Home) 242-5624 (Office)	Legislator (Succeeds Rep. J. Hamby)	11/1/83-10/31/85
David J. Madian 2435 NE 17th Ave. Portland, OR 97212 PHONE: 281-1764	High School Student (Succeeds K. Anderson)	11/1/83-10/31/84
Patricia A. Schmuck Lewis & Clark College 615 SW Palatine Hill Rd. Portland, OR 97219 PHONE: 246-6161, Ext. 345 (College) 345-7425 (Home-Eugene)	Private Higher Education	11/1/83-10/31/84
H. Wesley Smith 1386 Woodland Drive Ashland, OR 97520 PHONE: 482-1611 (School) 482-0843 (Home)	Junior High Principal	11/1/83-10/31/85
Samuel D. Wilson Curry ESD P.O. Box 786 Gold Beach, OR 97444 PHONE: 247-6681 (Curry ESD) 247-6760 (Home)	ESD Superintendent (Succeeds C. Seger)	11/1/83-10/31/85
Preston H. Winn P.O. Box 214 Moro, OR 97039 PHONE: 565-3296 or 565-3500	High School Teacher (Succeeds D. Iverson)	11/1/83-10/31/85
Nancy Wiprud 1380 N. Gould Coquille, OR 97423 PHONE: 396-2235	High School Teacher	11/1/83-10/31/84
William Worrell, Chair Bend Admin. School Dist. 1 520 N.W. Wall Street Bend, OR 97701 PHONE: 389-9711	LEA Superintendent	11/1/83-10/31/84

APPENDIX C

1985-86 OREGON APPLICATION FORM FOR GRANTS
AUTHORIZED UNDER CHAPTER 2--EDUCATION
CONSOLIDATION AND IMPROVEMENT
ACT OF 1981

FOR DEPARTMENT USE ONLY

Project No. _____ Date Received _____

1985-86
 OREGON APPLICATION FORM FOR GRANTS
 AUTHORIZED UNDER CHAPTER 2--
 EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

See accompanying guidelines before completing
 this application.

No funds from this grant may be obligated
 until after the date noted on the "Notification
 of Project Approval" (Form 581-3140) for this
 project from the Department of Education.

A. GENERAL INFORMATION

Please type or print. Submit one copy and keep the other for your record. Parents, teachers, administrators and appropriate others must be consulted in the planning and implementation of programs.

1. _____
 School District Name and Number

2. _____
 Street Number City Zip Code County

3. _____
 Superintendent

4. _____
 Person(s) Responsible for this Application Phone Number(s)

5. The district will be notified of its actual block grant award following approval of this application. Please plan your application based on the estimated entitlement given here. No expenditures of these funds may be made until after the district receives its official "Notification of Project Approval" (Form 581-3140) for this project.

\$ _____

6. Applications may be made for a period of up to three years. Multi-year projects will require supplementary information on an annual basis only. Please check the duration of this project:

 1 yr.

 2 yr.

 3 yr.

7. Please note: Systematic consultation with parents, teachers, administrators and representatives of other appropriate groups is required in planning and implementing this project. Please record and place in your project files the names, dates and a brief description of events for all consultation activities associated with the project.

B. PARTICIPATION OF STUDENTS FROM PRIVATE SCHOOLS

The district must consult with representatives of private schools within district boundaries when planning this project. These contacts must be documented. Maintain a list of contacts and document rationale for non-participating private schools. See accompanying guidelines.

8. Public school representatives are required to explain the benefits and requirements of Chapter 2 to representatives of private nonprofit schools and to invite participation in the program. List private schools within the district boundaries, representatives contacted and participation status. Use additional sheets if needed.

Private School(s)	Contact Person	Participation Status	
		YES	NO
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

9. Indicate the reason(s) given by private school representatives who do not elect to participate _____

10. On what basis will the amount of funds to private school students be determined?

C. COOPERATIVE PROJECTS

11. An Education Service District (ESD) may apply for a Grant only if local school districts authorize the transfer of their entitlements to the ESD. Official letters to this effect must be attached to the application. If applicable, list districts transferring entitlements to the ESD. Use additional sheet as needed.

<u>Official District Name</u>	<u>Authorizing Administrator</u>	<u>Grant Amounts to be Transferred</u>
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____

12. Other Arrangements. Two or more districts may enter into a consortium agreement or contract with other agencies to provide services to the district. Explain any such arrangement on a separate sheet and check the following box.

See attachment. []

D. PROJECT INFORMATION

13. Indirect Costs. If the school district has a current indirect cost rate approved by the Oregon Department of Education, it may deduct its indirect costs from the entitlement before funds are allocated for programmatic purposes. If the district elects to claim indirect costs, please indicate:

- a. Currently approved indirect cost rate _____ %
- b. District entitlement \$ _____
- c. Indirect cost (a x b) = \$ _____
- d. Fund available for Chapter 2 purposes (b - c) = \$ _____

14. Budget information and project activities. Grants may be used for any one or more of the activities listed under subchapters A, B and C. See Guidelines. Complete the applicable spaces in the following chart. Include the budget and activities of public and participating private schools. The total budget must equal the district's entitlement and the activity must correspond to an authorized activity. Please use additional sheets if needed to describe activities.

AUTHORIZED ACTIVITIES	BUDGET		DESCRIPTION OF PLANNED ACTIVITY
	PUBLIC	PRIVATE	
<u>SUBCHAPTER A. BASIC SKILLS DEVELOPMENT</u>			
A1. Diagnostic assessment to identify the needs of all children in the school.	\$	\$	
A2. The establishment of learning goals and objectives for children and for the schools.	\$	\$	
A3. Preservice or inservice training programs for teachers, administrators, aides and support personnel.	\$	\$	
A4. Parent involvement in instructional programs.	\$	\$	
A5. Student testing or evaluation programs.	\$	\$	
A6. Regional or district learning centers or programs that promote effective instruction in the basic skills.	\$	\$	
SUBTOTAL FOR SUBCHAPTER A	\$	\$	
<u>SUBCHAPTER B. EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES</u>			
B1. Acquisition of library resources, supplementary textbooks and other instructional material.	\$	\$	
B2. Instructional equipment suitable for use in academic subjects.	\$	\$	
B3. Improvement programs for children with special needs.	\$	\$	
B4. Programs that address problems caused by isolation or concentration of minority group children.	\$	\$	
B5. Guidance, counseling and testing programs and support services.	\$	\$	
B6. Planning, management and implementation activities for educational programs.	\$		

AUTHORIZED ACTIVITIES	BUDGET		DESCRIPTION OF PLANNED ACTIVITY
	PUBLIC	PRIVATE	
<u>SUBCHAPTER B. EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES (continued)</u>			
B7. Teacher training and inservice staff development programs.	\$	\$	
B8. Projects to develop and implement plans for desegregation.	\$	\$	
SUBTOTAL FOR SUBCHAPTER B	\$	\$	
<u>SUBCHAPTER C. SPECIAL PROJECTS</u>			
C1. Instructional programs in metric measurements.	\$	\$	
C2. Integrating the arts into the curriculum.	\$	\$	
C3. In-school partnership programs involving parents of school-age children.	\$	\$	
C4. Partnership programs involving parents of preschool children.	\$	\$	
C5. Consumer education.	\$	\$	
C6. Programs that relate basic academic skills and work experience or coordinating with youth equipment programs.	\$	\$	
C7. Career education programs.	\$	\$	
C8. Programs in environmental education, health education, law and legal institutions, and on populations.	\$	\$	
C9. Programs for juvenile delinquents and adult criminal offenders.	\$	\$	
C10. Programs which encourage disadvantaged secondary students into biomedical careers.	\$	\$	
C11. Operating community centers in conjunction with other organizations.	\$	\$	

E. ENROLLMENTS, PARTICIPANTS AND PER PUPIL EXPENDITURES

15. Complete all applicable spaces in the chart.

	Public	Private
Total District Enrollment		
Number of Participating Students		
Per Pupil Expenditures = $\frac{\text{Line 02 (private)}}{\text{From Item 14, Line 01 (public)}}$ Use public and private Enrollment figures above		

16. If the per pupil expenditures between public and private school students differ, explain the reason for the difference.

(ECIA Advisory Committee Meeting 3/22/85)

CERTIFICATION AND ASSURANCES to the following assurances:

1. The applicant will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
2. The applicant will make reports to the Oregon Department of Education or State Board of Education and to the U.S. Secretary of Education as may reasonably be necessary to enable the state agency or board and the secretary to perform their duties and the local educational agency will maintain such records, including the records required under section 437 of the General Educational Provisions Act, and give access to those records, as the state agency or board or the secretary deem necessary to perform their duties;
3. The applicant will comply with Title VI of the Civil Rights Act of 1964 (Public Law 88-352) and all regulations issued by the U.S. Department of Education pursuant to the title, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance;
4. The applicant will comply with OAR 511-21-045, OAR 581-21-046, and OAR 581-21-049, Discrimination Prohibited, and ORS 326.051 and ORS 659.150 and all rules issued by the State Board of Education, to the end that no person in Oregon shall, on the basis of age, handicap, national origin, race, marital status, religion or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the board;
5. The applicant will comply with Title IX of the Education Amendments of 1972 (Public Law 92-318) and all regulations issued by the U.S. Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied employment in, or be subjected to discrimination under any education program or activity receiving federal financial assistance;
6. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendments -Public Law 93-380) and all regulations issued by the U.S. Department of Education pursuant to this Act;
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant in connection with this application;
8. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, and all regulations pertaining thereto, prohibiting discrimination on the basis of handicap in all programs and activities receiving or benefiting from federal financial assistance;
9. Funds received under this grant will be used to supplement district fiscal effort and will not be used to supplant funds for activities normally supported by the district;
10. The applicant will comply with the requirements in Section 586 of the ECIA Chapter 2 Act which pertains to the participation of children enrolled in private nonprofit schools located within the attendance area of the public school district;
11. The applicant agrees to keep such records, and provide such information to the state educational agency as reasonably required for fiscal audit and program evaluation;
12. The applicant agrees to systematically consult with parents, teachers, administrators and other appropriate groups in the allocation of funds and in the planning and implementation of authorized activities under Chapter 2.

I do hereby certify that all the facts, figures and representations made in this application, including all exhibits and attachments hereto made as part of this application, are true and correct to the best of my knowledge and belief.

Dated _____ Signature of Superintendent or Authorized Officer

Please indicate title, if other than Superintendent

APPENDIX D

ANNUAL REPORT FOR ECIA CHAPTER 2

Oregon Department of Education
 700 Pringle Parkway SE
 Salem, OR 97310

ECIA Chapter 2
 Office of the Deputy Superintendent

ANNUAL REPORT FOR ECIA CHAPTER 2

District Name and Number _____

County _____ Project Number _____

On any given Chapter 2 project, federal law permits expenditure of funds over a two-year period. An annual report, required for each project, may take one of two forms: (1) an interim report if the expenditure of some funds will be carried into the second year, or (2) a final report as soon as all bills are paid following completion of the project, but not later than 60 days after June 30 of the second fiscal year. Submit one copy of the annual report to:

Director, ECIA Chapter 2
 Oregon Department of Education
 700 Pringle Parkway SE
 Salem, OR 97310-0290
 Telephone (503) 378-2061

CHECK ONE

INTERIM REPORT (This is an INTERIM REPORT, if the district plans to spend any remaining funds.)

FINAL REPORT (This is a FINAL REPORT, if the balance is "0" or if the district does not plan to spend any remaining funds from this grant.) If expenditures were less than funds drawn from the allocation, the difference should be returned to the Oregon Department of Education.

I certify that all the information contained herein is true and complete to the best of my knowledge and belief.

 Name of Person Completing Report

 Telephone Number

 Title

 Date

 Superintendent's Signature

 Telephone Number

PLEASE RESPOND TO ALL QUESTIONS Use additional sheets if necessary

A ESEA Chapter 2 Project Expenditures by Subchapters

PLEASE INDICATE EXPENDITURES BY SUBCHAPTER AREAS

Subchapter Area	Expenditure
Subchapter A — Basic Skills Development Reading _____ Mathematics _____ Written/Oral Communication _____ Comprehensive School Level Programs _____	\$ _____ _____ _____ _____
Subchapter B — Educational Improvement and Support Library Resources/Textbooks/Instructional Materials _____ Microcomputer Equipment _____ Other Instructional Equipment (Identify) _____ Improve Local Educational Practices _____ Isolation/Concentration Minority Group Children _____ Guidance/Counseling/Testing _____ Improving Planning/Management/Implementation of Education Programs _____ Teacher Training/In-Service Staff Development (Identify Area) _____ Desegregation Programs _____ Other (Identify) _____	\$ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Subchapter C — Special Projects Art in Curriculum _____ Career Education _____ Environmental Health/Law Related Education _____ Talented and Gifted _____ Safety in Schools _____ Other (Identify) _____	\$ _____ _____ _____ _____ _____ _____
Grant Total	\$ _____

B Are the purposes different from those in the district's approved application? Yes No
 If "yes," explain how they differ on an attached sheet.

C Special Equipment Purchases. List each piece of equipment costing \$300 or more.

Date of Acquisition	Item Description and Serial Number	Unit Cost	Where Item is Housed (School)

D. Student Data

	Public School	Private School
Number of students served by project		
Grant funds spent for children	\$	\$

E. Project Development. Were participating private schools involved in the design, planning and implementation of this project? Yes No Does Not Apply

F. How many from each category were involved in the design, planning, and implementation of this project?

Superintendent Teachers Parents Students
 Building Administrators Other (Identify) _____

G. What impact(s) did this project have on improving school programs or student achievements? (Use additional sheets if needed)

H. Did the district comply with the ten assurances in the application? Yes No

If "NO," please explain. _____

APPENDIX E

FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT
ALLOCATIONS TO OREGON SCHOOL DISTRICTS

BON
 FISCAL YEAR 1982 FEDERAL ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPIL DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUPI AMOUNT	EST PRIV SCHOOL \$
----	----	-----	-----	-----	-----	-----	-----	-----
01005	1	BAKER	\$9,158	2,361.8	26.8	2,388.6	\$3.83	\$103
02017	1	PHILOMATH	\$10,568	1,280.1		1,280.1	\$8.26	\$0
02509	1	CORVALLIS	\$19,290	6,623.0	259.8	6,882.8	\$2.80	\$728
03035	1	MOLALLA	\$5,775	1,027.7		1,027.7	\$5.62	\$0
03046	1	SANDY	\$8,071	1,464.8		1,464.8	\$5.51	\$0
03062	1	OREGON CITY	\$18,700	6,212.2	539.0	6,751.2	\$2.77	\$1,493
03086	1	CANBY	\$5,599	1,960.9	69.3	2,030.2	\$2.76	\$191
03108	1	ESTACADA	\$6,899	2,367.7	19.0	2,386.7	\$2.89	\$55
03UH1	1	CANBY UHS	\$3,371	1,179.0		1,179.0	\$2.86	\$0
03UH2	1	SANDY UHS	\$5,544	1,197.5		1,197.5	\$4.63	\$0
03UH4	1	MOLALLA UHS	\$2,709	921.2		921.2	\$2.94	\$0
04001	1	ASTORIA	\$6,321	1,652.0	164.0	1,816.0	\$3.48	\$571
04010	1	SEASIDE	\$4,217	1,461.0		1,461.0	\$2.89	\$0
05001	1	SCAPPOOSE	\$10,250	1,789.8	26.7	1,816.5	\$5.64	\$151
05005	1	CLATSKANIE	\$5,985	1,759.9		1,759.9	\$3.40	\$0
05013	1	RAINIER	\$4,163	1,626.0		1,626.0	\$2.56	\$0
05502	1	ST HELENS	\$6,616	2,332.9	28.0	2,360.9	\$2.80	\$78
06008	1	COQUILLE	\$6,239	1,433.8	32.4	1,466.2	\$4.26	\$138
06009	1	COOS BAY	\$15,906	4,514.4	72.0	4,586.4	\$3.47	\$250
06013	1	NORTH BEND	\$20,299	3,069.7	172.4	3,242.1	\$6.26	\$1,079
06041	1	MYRTLE POIN	\$5,070	1,086.1		1,086.1	\$4.67	\$0
06054	1	BANDON	\$10,658	884.9	13.0	897.9	\$11.87	\$154
07CU	1	CROOK CTY	\$14,673	2,283.0	100.0	2,383.0	\$6.16	\$616
08017	1	BROOKINGS/H	\$4,176	1,432.5	19.0	1,451.5	\$2.88	\$55
09001	1	BEND	\$25,587	7,421.7	521.4	7,943.1	\$3.22	\$1,680
09002	1	REDMOND	\$23,551	3,582.8		3,582.8	\$6.57	\$0
10004	1	ROSEBURG	\$20,247	6,024.7	258.2	6,282.9	\$3.22	\$832
10019	1	SOUTH UMPQU	\$9,229	2,092.4	128.0	2,220.4	\$4.16	\$532
10105	1	REEDSPORT	\$5,092	1,334.8		1,334.8	\$3.81	\$0
10116	1	WINSTON-DIL	\$5,319	1,766.2	22.0	1,788.2	\$2.97	\$65
10130	1	SUTHERLIN	\$6,062	1,271.6		1,271.6	\$4.77	\$0
13001	1	BURNS	\$3,934	610.2		610.2	\$6.45	\$0
13UH2	1	BURNS	\$1,275	382.5		382.5	\$3.33	\$0
14001	1	HOOD RIVER	\$10,869	2,690.7	78.0	2,768.7	\$3.93	\$306
15004	1	PHOENIX	\$10,922	1,965.2	189.0	2,154.2	\$5.07	\$958
15005	1	ASHLAND	\$9,141	2,681.8	40.0	2,721.8	\$3.36	\$134
15006	1	CENTRAL POI	\$24,272	3,968.2		3,968.2	\$6.12	\$0
15009	1	EAGLE POINT	\$9,470	2,922.6		2,922.6	\$3.24	\$0
15035	1	ROGUE RIVER	\$7,699	1,255.1	109.0	1,364.1	\$5.64	\$615
15549	1	MEDFORD	\$58,932	9,193.3	1,040.0	10,233.3	\$5.76	\$5,989
16509	1	MADRAS	\$8,438	2,221.3	7.0	2,228.3	\$3.79	\$27
17007	1	GRANTS PASS	\$14,531	3,687.6	434.0	4,121.6	\$3.53	\$1,530
17600	1	JOSEPHINE	\$23,058	6,378.7	96.0	6,474.7	\$3.56	\$342
18001	1	KLAMATH FAL	\$8,391	2,092.2		2,092.2	\$4.01	\$0
18CU	1	KLAMATH CU	\$20,248	7,110.4	36.0	7,146.4	\$2.83	\$102
18UH2	1	KLAMATH UNI	\$6,532	1,903.8	54.0	1,957.8	\$3.34	\$180
19007	1	LAKEVIEW	\$2,960	1,030.2		1,030.2	\$2.87	\$0
20001	1	PLEASANT HI	\$6,819	1,334.7	180.0	1,514.7	\$4.50	\$810
20004	1	EUGENE	\$127,164	17,213.8	1,965.0	19,178.8	\$6.63	\$13,029
20019	1	SPRINGFIELD	\$27,851	9,151.9		9,151.9	\$3.04	\$0

BON
 FISCAL YEAR 1982 FEDERAL ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPIL DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
20028	1	FERN RIDGE	\$8,397	1,739.7	34.0	1,773.7	\$4.73	\$161
20040	1	CRESWELL	\$7,762	995.1		995.1	\$7.80	\$0
20045	1	SOUTH LANE	\$17,717	2,952.7		2,952.7	\$6.00	\$0
20069	1	JUNCTION CI	\$8,227	1,700.7	4.0	1,704.7	\$4.83	\$19
20097	1	SILSLAW	\$6,807	1,400.9	12.0	1,412.9	\$4.82	\$58
21CU	7	LINCOLN COU	\$19,946	5,115.5	442.0	5,557.5	\$3.59	\$1,586
22008	1	GREATER ALB	\$28,570	7,636.3	528.0	8,164.3	\$3.50	\$1,848
22016	1	LEBANON	\$9,445	1,501.8	98.0	1,599.8	\$5.90	\$579
22055	1	SWEET HOME	\$9,711	2,491.7		2,491.7	\$3.90	\$0
22UH1	1	LEBANON UHS	\$4,079	1,372.3	15.5	1,387.8	\$2.94	\$46
23008	1	ONTARIO	\$15,332	2,478.5	85.0	2,563.5	\$5.98	\$508
23015	1	VALE	\$2,725	559.2		559.2	\$4.87	\$0
23026	1	NYSSA	\$5,005	1,024.5		1,024.5	\$4.89	\$0
23UH3	1	VALE UH	\$1,583	347.7		347.7	\$4.55	\$0
24004	1	SILVERTON	\$3,923	950.9	203.0	1,153.9	\$3.40	\$690
24015	1	NORTH MARIO	\$8,984	1,346.9		1,346.9	\$6.67	\$0
24024	1	SALEM	\$182,118	22,551.7	2,967.4	25,519.1	\$7.14	\$21,177
24077	1	STAYTON	\$4,088	708.0	315.0	1,023.0	\$4.00	\$1,259
24091	1	MT ANGEL	\$4,886	641.4		641.4	\$7.62	\$0
24103	1	WOODBURN	\$9,570	2,089.8	272.0	2,361.8	\$4.05	\$1,102
24UH4	1	STAYTON UHS	\$1,772	538.9		538.9	\$3.29	\$0
24UH5	1	CASCADE UHS	\$6,425	1,043.2		1,043.2	\$6.16	\$0
24UH7	1	SILVERTON U	\$3,439	828.3		828.3	\$4.15	\$0
27002	1	DALLAS	\$95,171	2,523.2	51.0	2,574.2	\$36.97	\$1,886
27013	1	CENTRAL	\$14,754	2,165.2	11.0	2,174.2	\$6.79	\$75
29009	1	TILLAMOOK	\$5,666	1,935.2	61.0	1,996.2	\$2.84	\$173
30008	1	HERMISTON	\$9,041	3,143.9		3,143.9	\$2.88	\$0
30016	1	PENDLETON	\$12,993	3,363.0	99.0	3,462.0	\$3.75	\$372
30031	1	MILTON-FREE	\$3,607	757.4	226.2	983.6	\$3.67	\$830
30UH6	1	MCLUGHLIN	\$1,892	436.7		436.7	\$4.33	\$0
31001	1	LAGRANDE	\$15,324	2,824.0	83.0	2,907.0	\$5.27	\$438
32021	1	ENTERPRISE	\$2,201	578.1	7.3	585.4	\$3.76	\$27
33012	1	THE DALLES	\$6,827	2,325.7	164.2	2,489.9	\$2.74	\$450
34007	1	HILLSBORO	\$10,343	3,301.3	284.0	3,585.3	\$2.88	\$819
34013	1	BANKS	\$7,881	1,039.7	124.0	1,163.7	\$6.77	\$840
34015	1	FOREST GROV	\$10,320	3,763.3	196.0	3,959.3	\$2.61	\$511
34088	1	SHERWOOD	\$7,639	1,308.7		1,308.7	\$5.84	\$0
34UH3	1	HILLSBORO U	\$17,395	5,147.8		5,147.8	\$3.38	\$0
36029	1	NEWBERG	\$18,718	3,469.4	74.8	3,544.2	\$5.28	\$395
36040	1	MCMINNVILLE	\$9,053	3,242.5	216.5	3,459.0	\$2.62	\$567
36048	1	SHERIDAN	\$3,021	581.5		581.5	\$5.20	\$0
NO =	91	TOTALS	\$1,310,207	257,130.6	13,272.9	270,403.5		\$69,207
		AVERAGES		\$4.85			LOW = \$2.56	\$5.21
		W/O PRIV SC	\$5.10				MEAN = \$4.81	
							HIGH = \$36.97	

BON
 FISCAL YEAR 1982 FEDERAL ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPIL DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

SUBURBAN SCHOOL DISTRICTS. N = 15

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
03003	2	WEST LINN	\$9,385	3,411.5	44.0	3,455.5	\$2.72	\$120
03007	2	LAKE OSWEGO	\$35,665	5,751.9	404.0	6,155.9	\$5.79	\$2,341
03012	2	NO CLACKAMA	\$36,177	11,870.0	102.5	11,972.5	\$3.02	\$310
03115	2	GLADSTONE	\$5,443	1,912.6	168.3	2,080.9	\$2.62	\$440
20052	2	BETHEL	\$30,686	3,397.1		3,397.1	\$9.03	\$0
26003	2	PARKROSE	\$11,566	3,487.5		3,487.5	\$3.32	\$0
26004	2	GRESHAM	\$26,148	4,799.4	94.0	4,893.4	\$5.34	\$502
26007	2	REYNOLDS	\$16,871	6,312.7	165.1	6,477.8	\$2.60	\$430
26028	2	CENTENNIAL	\$14,056	4,810.7		4,810.7	\$2.92	\$0
26040	2	DAVID DOUGL	\$17,180	5,902.2		5,902.2	\$2.91	\$0
26051	2	RIVERDALE	\$631	202.8		202.8	\$3.11	\$0
26UH2	2	GRESHAM UHS	\$7,788	2,854.2		2,854.2	\$2.73	\$0
34023	2	TIGARD	\$15,886	6,066.7	184.0	6,250.7	\$2.54	\$468
34029	2	REEDVILLE	\$3,931	1,520.5		1,520.5	\$2.59	\$0
34048	2	BEAVERTON	\$81,389	20,218.5	2,950.1	23,168.6	\$3.51	\$10,363
NO =	15	TOTALS	\$312,802	82,518.3	4,112.0	86,650.3		\$14,973
		AVERAGE	\$3.61				LOW = \$2.54	\$3.64
		W/O PRIV SC	\$3.79				MEAN = \$3.65	
							HIGH = \$9.03	

BON
 FISCAL YEAR 1982 FEDERAL ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPIL DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

METROPOLITAN URBAN (PORTLAND) SCHOOL DISTRICTS. N = 1.

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
*****	****	*****	*****	*****	*****	*****	*****	*****
26001	3	PORTLAND W/O PRIV SC	\$726,000 \$15.39	47,184.4	6,450.4	53,634.8	\$13.54	\$87,313

BON
 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

RURAL SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
01016	4	HUNTINGTON	\$1,111	143.9	0.0	143.9	\$7.72	\$0
01030	4	BURNI RIVER	\$1,964	123.4	0.0	123.4	\$15.92	\$0
01061	4	PINE EAGLE	\$2,651	443.2		443.2	\$5.98	\$0
02007	4	ALSEA	\$1,164	190.8		190.8	\$6.10	\$0
02023	4	BELLFOUNTAI	\$855	74.2		74.2	\$11.52	\$0
02024	4	IRISH BEND	\$457	38.6		38.6	\$11.84	\$0
02025	4	MONROE	\$715	179.6		179.6	\$3.98	\$0
02026	4	ALPINE	\$1,325	93.1		93.1	\$14.23	\$0
02041	4	MONROE UMS	\$594	153.7		153.7	\$3.86	\$0
03013	4	WELCHES	\$865	323.4		323.4	\$2.67	\$0
03025	4	DICKEY PRAI	\$1,018	80.8		80.8	\$12.60	\$0
03026	4	DAMASCUS UN	\$2,396	819.0		819.0	\$2.93	\$0
03029	4	CARUS	\$21,050	377.1		377.1	\$55.82	\$0
03032	4	CLARKES	\$1,567	234.5		234.5	\$6.68	\$0
03044	4	BORING	\$3,062	483.8	246.0	729.8	\$4.20	\$1,032
03045	4	BULLRUN	\$1,441	91.4		91.4	\$15.77	\$0
03053	4	COLTON	\$2,406	859.9		859.9	\$2.80	\$0
03067	4	BUTTE CREEK	\$1,352	230.8		230.8	\$5.86	\$0
03080	4	SCHUEBEL	\$915	86.1		86.1	\$10.63	\$0
03084	4	MULINO	\$2,415	311.9	12.0	323.9	\$7.46	\$89
03087	4	MAPLE GROVE	\$488	35.6		35.6	\$13.71	\$0
03091	4	NINETY ONE	\$3,059	431.6		431.6	\$7.09	\$0
03092	4	RURAL DELL	\$549	126.9		126.9	\$4.33	\$0
03107	4	COTTFELL	\$564	189.7		189.7	\$2.97	\$0
03116	4	REDLAND	\$1,883	519.7		519.7	\$3.62	\$0
04005	4	LEWIS & CLA	\$896	320.9	82.0	402.9	\$2.22	\$182
04008	4	JEWELL	\$1,645	116.5		116.5	\$14.12	\$0
04011	4	OLNEY	\$1,537	66.8		66.8	\$23.01	\$0
04030	4	WARRENTON-H	\$2,536	781.2		781.2	\$3.25	\$0
05047	4	VERNLINIA	\$2,877	665.8		665.8	\$4.32	\$0
06031	4	POWEYS	\$1,342	149.8		149.8	\$8.96	\$0
08002	4	PT ORFORD-L	\$2,509	512.0		512.0	\$4.90	\$0
08003	4	GOLD BEACH	\$1,408	525.1		525.1	\$2.68	\$0
08004	4	AGNESS	\$192	6.5		6.5	\$29.54	\$0
08012	4	OPHIR	\$1,674	51.0		51.0	\$32.82	\$0
08016	4	PISTOL RIVE	\$312	19.0		19.0	\$16.42	\$0
08023	4	UPPER CHETC	\$568	36.7		36.7	\$15.48	\$0
08041	4	GOLD BEACH	\$925	275.0		275.0	\$3.36	\$0
09006	4	SISTERS	\$811	399.5		399.5	\$2.03	\$0
09015	4	BROTHERS	\$293	16.3		16.3	\$17.98	\$0
10001	4	OAKLAND	\$2,616	561.7		561.7	\$4.66	\$0
10012	4	GLIDE	\$3,446	953.6		953.6	\$3.61	\$0
10015	4	DAYS CREEK	\$2,062	257.3	269.0	526.3	\$3.92	\$1,054
10021	4	CAMAS VALLE	\$1,452	188.9		188.9	\$7.69	\$0
10022	4	NO DOUGLAS	\$2,632	633.6	40.0	673.6	\$3.91	\$156
10032	4	YONCALLA	\$2,047	465.1		465.1	\$4.40	\$0
10034	4	ELKTON	\$934	216.0		216.0	\$4.32	\$0
10045	4	UMPUVA	\$1,382	60.4		60.4	\$22.88	\$0
10070	4	RIDDLE	\$2,164	536.1		536.1	\$4.04	\$0
10077	4	GLENCALE	\$1,667	509.4		509.4	\$3.27	\$0

BON
 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

RURAL SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUPPI AMOUNT	EST PRIV SCHOOL \$
-----	-----	-----	-----	-----	-----	-----	-----	-----
10125	4	ASH VALLEY	\$385	29.0		29.0	\$13.28	\$0
11003	4	ARLINGTON	\$973	149.3		149.3	\$6.52	\$0
11011	4	OLEA	\$324	17.0		17.0	\$19.06	\$0
11025	4	CONDON	\$627	192.9		192.9	\$3.25	\$0
12003	4	JOHN DAY	\$2,777	806.6		806.6	\$3.44	\$0
12004	4	PRAIRIE CIT	\$1,126	211.8		211.8	\$5.32	\$0
12006	4	MT VERNON	\$650	170.1		170.1	\$3.82	\$0
12008	4	MONUMENT	\$1,398	87.2		87.2	\$16.03	\$0
12015	4	DAYVILLE	\$2,138	96.0		96.0	\$22.27	\$0
12017	4	LONG CREEK	\$1,780	107.9		107.9	\$16.50	\$0
13004	4	CRANE	\$1,707	65.7		65.7	\$25.98	\$0
13005	4	PINE CREEK	\$288	14.1		14.1	\$20.43	\$0
13007	4	DIAMOND	\$333	15.7		15.7	\$21.21	\$0
13010	4	SUNTEX	\$171	6.1		6.1	\$28.03	\$0
13013	4	DREWSEY	\$423	19.0		19.0	\$22.26	\$0
13016	4	FRENCH GLEN	\$107	9.0		9.0	\$11.89	\$0
13018	4	LAWEN	\$469	11.3		11.3	\$41.50	\$0
13028	4	DOUBLE O	\$46	7.0		7.0	\$6.57	\$0
13029	4	ANDREWS	\$243	11.6		11.6	\$20.95	\$0
13030	4	HINES	\$735	221.5		221.5	\$3.32	\$0
13032	4	SOD HOUSE	\$240	13.6		13.6	\$17.65	\$0
13033	4	FIELDS-TROU	\$282	16.1		16.1	\$17.52	\$0
13041	4	CRANE UHS	\$1,891	95.9		95.9	\$19.72	\$0
13040	4	APPLEGATE 4	\$1,439	140.6		140.6	\$10.23	\$0
13059	4	PROSPECT	\$2,392	226.9		226.9	\$10.54	\$0
13091	4	BUTTE FALLS	\$2,278	258.5		258.5	\$8.81	\$0
13094	4	PINEHURST	\$393	15.4		15.4	\$25.52	\$0
13004	4	CULVER	\$1,846	302.3		302.3	\$6.11	\$0
13008	4	ASHWOOD	\$155	4.0		4.0	\$38.75	\$0
13041	4	BLACK BUTTE	\$192	14.6		14.6	\$13.15	\$0
19005	4	UNION	\$1,436	56.9		56.9	\$25.24	\$0
19011	4	PAISLEY	\$1,726	188.9		188.9	\$9.14	\$0
19014	4	SILVER LAKE	\$2,346	175.7		175.7	\$13.35	\$0
19018	4	PLUSH	\$70	3.1		3.1	\$22.58	\$0
19021	4	ADEL	\$539	20.8		20.8	\$25.91	\$0
20032	4	MAPLETON	\$2,538	421.8		421.8	\$6.02	\$0
20066	4	CROW-APPLEB	\$2,664	396.0		396.0	\$6.73	\$0
20068	4	MCKENZIE	\$2,916	423.4		423.4	\$6.89	\$0
20071	4	LOWELL	\$2,609	430.6	3.0	433.6	\$6.02	\$18
20076	4	OKRIDGE	\$5,242	926.8		926.8	\$5.66	\$0
20079	4	MARCOIA	\$2,014	380.4		380.4	\$5.29	\$0
20090	4	BLACELY	\$1,587	168.4		168.4	\$9.42	\$0
22004	4	GRIGGS	\$309	27.7		27.7	\$11.16	\$0
22013	4	SODAVILLE	\$1,054	63.5		63.5	\$16.60	\$0
22029	4	MARI-LINN	\$846	206.4		206.4	\$4.10	\$0
22030	4	SANDRIDGE	\$683	25.3		25.3	\$27.00	\$0
22033	4	HAMILTON CR	\$825	220.8		220.8	\$3.74	\$0
22042	4	HARRISBURB	\$2,057	353.7		353.7	\$5.82	\$0
22046	4	HARRIS	\$308	30.0		30.0	\$10.27	\$0
22063	4	WYATT	\$975	62.4		62.4	\$15.62	\$0

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 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOC
 GRANT PROGRAM ALLOCATION)

RURAL SCHOOL DISTRICTS. N = 203

DIST	DISTRICT	ANTECEDENT	DISTRICT	EST. PRIV	TOTAL	PER PUP	EST PRIV
CODE	NAME	GRANTS	ADM-1982	SCH PUP	PUPILS	AMOUNT	SCHOOL \$
TYPE							
22073	4 LACOMB	\$1,477	265.7		265.7	\$5.56	\$0
22078	4 DENNY	\$366	21.5		21.5	\$17.02	\$0
22081	4 GORE	\$1,042	63.2		63.2	\$16.49	\$0
22089	4 CROWFOOT	\$1,963	599.0		599.0	\$3.28	\$0
22095	4 SCIO	\$3,936	629.0		629.0	\$6.26	\$0
22102	4 TENNESSEE	\$637	105.5		105.5	\$6.04	\$0
22124	4 LOURDES	\$241	28.2		28.2	\$8.55	\$0
22129	4 MILL CITY-G	\$1,542	574.3		574.3	\$2.69	\$0
22552	4 CENTRAL LIN	\$3,434	847.0		847.0	\$4.05	\$0
22UHS	4 HARRISBURG	\$602	208.3		208.3	\$2.89	\$0
23001	4 BROGAN	\$186	10.2		10.2	\$18.24	\$0
23003	4 JORDAN VALL	\$296	110.3		110.3	\$3.59	\$0
23012	4 JUNTURA	\$601	18.2		18.2	\$33.02	\$0
23029	4 ANNEX	\$1,381	81.4		81.4	\$16.97	\$0
23042	4 WILLOWCREEK	\$1,311	89.4		89.4	\$14.66	\$0
23051	4 MCDERMITT	\$0	0.0		0.0	\$0.00	\$0
23061	4 ADRIAN	\$1,596	334.1		334.1	\$4.78	\$0
23066	4 HARPER	\$2,025	88.1		88.1	\$22.99	\$0
23081	4 AROCK	\$291	27.1		27.1	\$14.43	\$0
24UH1	4 JORDAN VALL	\$1,266	56.8		56.8	\$22.29	\$0
24007	4 SUBLIMITY	\$1,314	202.4		202.4	\$6.49	\$0
24010	4 EVERGREEN	\$1,021	63.2		63.2	\$16.16	\$0
24011	4 AUMSVILLE	\$1,669	502.8		502.8	\$3.32	\$0
24013	4 PIONEER	\$828	33.7		33.7	\$24.57	\$0
24014	4 JEFFERSON	\$4,546	958.8		958.8	\$4.74	\$0
24020	4 MARION	\$1,243	77.0		77.0	\$16.14	\$0
24031	4 BROOKS	\$569	108.8		108.8	\$5.23	\$0
24042	4 VICTOR POIN	\$541	140.3		140.3	\$3.86	\$0
24045	4 ST. PAUL	\$1,135	148.3	101.0	249.3	\$4.55	\$460
24050	4 PRATUM	\$243	30.9		30.9	\$11.10	\$0
24051	4 NORTH HOWEL	\$511	31.0		31.0	\$16.48	\$0
24060	4 ELDRIDGE	\$1,070	57.4		57.4	\$18.64	\$0
24061	4 WEST STAYTO	\$821	75.2		75.2	\$10.92	\$0
24063	4 BETHANY	\$1,287	78.1		78.1	\$17.76	\$0
24073	4 SCOTTS MILL	\$1,021	153.8		153.8	\$6.64	\$0
24076	4 GERVAIS	\$1,683	230.9	91.0	321.9	\$5.23	\$476
24079	4 TURNER	\$913	190.2		190.2	\$4.80	\$0
24082	4 PARKERSVILL	\$685	34.2		34.2	\$20.03	\$0
24093	4 SILVER CRES	\$553	115.1		115.1	\$4.80	\$0
24123	4 DETROIT	\$1,342	143.5		143.5	\$9.33	\$0
24126	4 NORTH SANTI	\$1,330	54.7		54.7	\$24.31	\$0
24134	4 BUENA CREST	\$815	49.4		49.4	\$16.50	\$0
24142	4 MONITOR	\$513	162.3		162.3	\$3.16	\$0
24144	4 CLOVERDALE	\$1,142	80.3		80.3	\$14.22	\$0
24540	4 CENTRAL HOW	\$1,532	86.6		86.6	\$17.69	\$0
24UH1	4 GERVAIS UHS	\$1,621	263.0		263.0	\$6.16	\$0
25001	4 MORROW	\$9,796	1,637.7		1,637.7	\$5.98	\$0
26006	4 ORIENT	\$3,988	679.0		679.0	\$5.87	\$0
26019	4 SALVIES ISL	\$1,747	57.0		57.0	\$30.65	\$0
26039	4 CORBETT	\$2,032	750.8		750.8	\$2.71	\$0

BON
 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOC:
 GRANT PROGRAM ALLOCATION)

RURAL SCHOOL DISTRICTS. N = 203

DIST CODE	TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
26046	4	BONNEVILLE	\$545	19.9		19.9	\$27.39	\$0
27021	4	PERRYDALE	\$383	151.1		151.1	\$2.53	\$0
27057	4	FALLS CITY	\$536	191.4	19.0	210.4	\$2.55	\$48
27062	4	VALSETZ	\$2,125	86.6		86.6	\$24.54	\$0
28003	4	RUFUS	\$940	72.7		72.7	\$12.93	\$0
28007	4	WASCO	\$973	78.4		78.4	\$12.41	\$0
28012	4	SOUTH SHERM	\$568	144.5		144.5	\$3.93	\$0
290H1	4	SHERMAN UMS	\$525	144.5		144.5	\$3.53	\$0
29008	4	BEAVER	\$581	154.2		154.2	\$3.77	\$0
29013	4	HEBO	\$915	60.9		60.9	\$15.02	\$0
29022	4	CLOVERDALE	\$614	176.3	50.0	226.3	\$2.71	\$136
29056	4	NEAH-KAH-NI	\$3,455	819.2		819.2	\$4.22	\$0
29UH3	4	NESTUCCA UM	\$777	181.6		181.6	\$4.28	\$0
30001	4	HELIX	\$319	113.8		113.8	\$2.80	\$0
30002	4	PILOT ROCK	\$3,617	493.5		493.5	\$7.33	\$0
30004	4	TUM-A-LUM	\$966	0.0		0.0	\$0.00	\$0
30005	4	ECHO	\$630	196.5		196.5	\$3.21	\$0
30006	4	UMATILLA	\$5,044	911.2		911.2	\$5.54	\$0
30010	4	FERNDALE	\$1,484	291.0		291.0	\$5.10	\$0
30013	4	UMAPINE	\$1,333	90.6		90.6	\$14.71	\$0
30029	4	ATHENA-WEST	\$2,424	533.1		533.1	\$4.55	\$0
30061	4	STANFIELD	\$3,218	511.5		511.5	\$6.29	\$0
30080	4	UKIAH	\$1,789	76.2		76.2	\$23.48	\$0
31005	4	UNION	\$2,793	480.7		480.7	\$5.81	\$0
31008	4	NORTH POWDE	\$2,462	155.3		155.3	\$15.85	\$0
31011	4	IMBLER	\$2,018	331.5		331.5	\$6.09	\$0
31015	4	COVE	\$1,376	265.0		265.0	\$5.19	\$0
31023	4	ELGIN	\$3,424	640.2		640.2	\$5.35	\$0
32006	4	JOSEPH	\$1,420	388.0		388.0	\$3.64	\$0
32012	4	WALLOWA	\$1,453	356.4		356.4	\$4.08	\$0
32054	4	TROY	\$237	9.6		9.6	\$24.69	\$0
33009	4	CHENOWITH	\$28,787	898.9		898.9	\$32.02	\$0
33014	4	PETERSBURG	\$1,771	86.1		86.1	\$20.57	\$0
33029	4	DUFUR	\$1,246	212.4		212.4	\$5.97	\$0
33040	4	TYGH VALLEY	\$1,339	78.0		78.0	\$17.17	\$0
33042	4	WAMIC	\$983	72.4		72.4	\$13.58	\$0
33050	4	ANTELOPE	\$304	10.0		10.0	\$30.40	\$0
33084	4	MAUPIN	\$912	148.3		148.3	\$6.15	\$0
33UH1	4	WASCO CTY U	\$419	134.5		134.5	\$3.12	\$0
34001	4	WEST UNION	\$1,426	521.2		521.2	\$2.74	\$0
34039	4	GRONER	\$733	246.4		246.4	\$2.97	\$0
34058	4	FARMINGTON	\$618	224.4		224.4	\$2.75	\$0
34070	4	NORTH PLAIN	\$1,118	287.2		287.2	\$3.89	\$0
34511	4	GASTON	\$2,185	468.6	399.0	867.6	\$2.52	\$1,005
35001	4	SPRAY	\$1,532	70.6		70.6	\$21.70	\$0
35021	4	FOSSIL	\$914	127.4		127.4	\$7.17	\$0
35055	4	MITCHELL	\$2,053	84.3		84.3	\$24.35	\$0
36004	4	AMITY	\$2,228	538.0		538.0	\$4.14	\$0
36008	4	DAYTON	\$3,394	738.5		738.5	\$4.60	\$0
36011	4	CARLTON	\$835	275.5		275.5	\$3.03	\$0

BON
 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

RURAL SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
36016	4	YAMHILL	\$2,377	502.2		502.2	\$4.73	\$0
36030	4	WILLAMINA	\$3,763	963.5	17.0	980.5	\$3.84	\$63
36041	4	YAMH-CARLT	\$1,082	362.2		362.2	\$2.99	\$0
NO =	203	TOTALS	\$337,412	49,413.9	1,329.0	50,744.9		\$4,722
		AVERAGE	\$6.73					\$3.55
		W/O PRIV SC	\$6.83					
							LOW = \$0.00	<--MCDERM
							MEAN = \$11.06	
							HIGH = \$55.82	

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 FISCAL YEAR 1982 ANTECEDENT PROGRAM GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS. (NOTE: PRIVATE SCHOOL PUPILS DATA ESTIMATED FROM
 1983 DATA. PRIVATE SCHOOL DOLLAR ALLOCATIONS BASED ON HYPOTHETICAL BLOCK
 GRANT PROGRAM ALLOCATION)

STATE INSTITUTIONS. N = 7. SUMMARY OF STATE TOTALS AND AVERAGES

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ANTECEDENT GRANTS	DISTRICT ADM-1982	EST. PRIV SCH PUP	TOTAL PUPILS	PER PUP AMOUNT	EST PRIV SCHOOL \$
37001	S	OSSB	\$442	53.0			\$8.34	
37002	S	OSSD	\$1,673	221.0			\$7.57	
37003	S	MACLAREN	\$3,425	435.0			\$7.87	
37004	S	HILLREST	\$963	60.0			\$16.05	
37006	S	FAIRVIEW	\$3,669	261.0			\$14.06	
37007	S	HOSPITAL SC.	\$978	249.0			\$3.95	
37008	S	WYNNE WATTS	\$757	64.0			\$11.83	
NO =		7TOTALS	\$11,907	1,345.0			\$9.95	
		AVERAGE		\$8.87				

SUMMARY: STATE TOTALS AND AVERAGES

TOTAL	\$2,698,328	437,592.2	25,164.3	462,756.5	\$176,215
N = 3.7	AVERAGE	\$5.76		LOW = \$0.00	\$7.00
	W/O PRIV SC	\$6.17		MEAN = \$8.90	
				HIGH = \$55.82	

APPENDIX F

FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT
ALLOCATIONS TO OREGON SCHOOL DISTRICTS

SON
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT RADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
01005	1	BAKER	2,390.3	26.8	2,417.1	\$17,905	\$7.41	\$199
02017	1	PHILMATH	1,312.1		1,312.1	\$9,717	\$7.41	\$0
02509	1	CORVALLIS	6,780.6	259.8	7,040.4	\$48,474	\$6.89	\$1,789
03035	1	MOLALLA	1,055.2		1,055.2	\$7,592	\$7.29	\$0
03046	1	SANDY	1,462.9		1,462.9	\$10,549	\$7.21	\$0
03062	1	OREGON CITY	6,566.6	539.0	7,105.6	\$52,912	\$7.45	\$4,014
03086	1	CANBY	1,928.7	69.3	1,998.0	\$14,456	\$7.24	\$501
03108	1	ESTACADA	2,499.8	19.0	2,518.8	\$18,521	\$7.35	\$140
03UH1	1	CANBY UHS	1,219.1		1,219.1	\$9,370	\$7.69	\$0
03UH2	1	SANDY UHS	1,145.0		1,145.0	\$8,005	\$6.99	\$0
03UH4	1	MOLALLA UHS	975.5		975.5	\$6,565	\$6.73	\$0
04001	1	ASTORIA	1,516.8	164.0	1,680.8	\$12,809	\$7.62	\$1,250
04010	1	SEASIDE	1,509.7		1,509.7	\$11,036	\$7.31	\$0
05001	1	SCAPPOOSE	1,811.3	26.7	1,838.0	\$12,578	\$6.84	\$183
05005	1	CLATSKANIE	1,780.7		1,780.7	\$13,060	\$7.33	\$0
05013	1	RAINIER	1,584.2		1,584.2	\$11,502	\$7.26	\$0
05502	1	ST HELENS	2,350.3	28.0	2,378.3	\$16,355	\$6.88	\$193
06008	1	COQUILLE	1,513.9	32.4	1,546.3	\$11,878	\$7.68	\$249
06009	1	COOS BAY	4,777.0	72.0	4,849.0	\$34,500	\$7.11	\$512
06013	1	NORTH BEND	3,188.5	172.4	3,360.9	\$23,726	\$7.06	\$1,217
06041	1	MYRTLE POINT	1,094.3		1,094.3	\$9,100	\$8.32	\$0
06054	1	BANDON	960.8	13.0	973.8	\$7,891	\$8.10	\$105
07CU	1	CROOK CTY	2,395.3	100.0	2,495.3	\$17,617	\$7.06	\$706
08017	1	BROOKINGS/HA	1,477.9	19.0	1,496.9	\$11,455	\$7.65	\$145
09001	1	BEND	7,451.3	521.4	7,972.7	\$53,466	\$6.71	\$3,497
09002	1	REDMOND	3,590.6		3,590.6	\$25,451	\$7.09	\$0
10004	1	ROSEBURG	6,348.0	258.2	6,606.2	\$50,140	\$7.59	\$1,950
10019	1	SOUTH UMPQUA	2,212.8	128.0	2,340.8	\$17,334	\$7.41	\$948
10105	1	REEDSPORT	1,361.1		1,361.1	\$8,960	\$6.58	\$0
10116	1	WINSTON-DILL	1,825.2	22.0	1,847.2	\$13,044	\$7.06	\$155
10130	1	SUTHERLIN	1,307.5		1,307.5	\$11,085	\$8.48	\$0
13001	1	BURNS	607.3		607.3	\$4,052	\$6.67	\$0
13UH2	1	BURNS	425.0		425.0	\$2,913	\$6.85	\$0
14001	1	HOOD RIVER	2,719.9	78.0	2,797.9	\$20,705	\$7.40	\$577
15004	1	PHOENIX	1,985.0	189.0	2,174.0	\$16,532	\$7.60	\$1,457
15005	1	ASHLAND	2,699.8	40.0	2,739.8	\$20,222	\$7.38	\$295
15005	1	CENTRAL POIN	4,104.5		4,104.5	\$30,458	\$7.42	\$0
15009	1	EAGLE POINT	3,017.6		3,017.6	\$21,209	\$7.03	\$0
15035	1	ROGUE RIVER	1,297.5	109.0	1,406.5	\$9,621	\$6.84	\$745
15549	1	MEDFORD	9,627.0	1,040.0	10,667.0	\$80,476	\$7.54	\$7,846
16509	1	MADRAS	2,198.3	7.0	2,205.3	\$17,555	\$7.95	\$56
17007	1	GRANTS PASS	3,751.4	434.0	4,185.4	\$30,849	\$7.37	\$3,199
17600	1	JOSEPHINE	6,617.4	96.0	6,713.4	\$49,017	\$7.30	\$701
18001	1	KLAMATH FALL	2,063.8		2,063.8	\$15,079	\$7.31	\$0
18CU	1	KLAMATH CU	7,379.0	36.0	7,415.0	\$51,583	\$6.96	\$250
18UH2	1	KLAMATH UNIF	2,051.7	54.0	2,105.7	\$18,052	\$8.57	\$463
19007	1	LAKEVIEW	992.3		992.3	\$7,772	\$7.83	\$0
20001	1	PLEASANT HIL	1,352.9	180.0	1,532.9	\$10,374	\$6.77	\$1,218
20004	1	EUGENE	17,649.6	1,965.0	19,614.6	\$140,622	\$7.17	\$14,088
20019	1	SPRINGFIELD	9,470.3		9,470.3	\$67,153	\$7.09	\$0
20028	1	FERN RIDGE	1,769.8	34.0	1,803.8	\$13,329	\$7.39	\$251
20040	1	CRESWELL	1,029.1		1,029.1	\$7,461	\$7.25	\$0
20045	1	SOUTH LANE	3,073.6		3,073.6	\$24,038	\$7.82	\$0

FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
20069	1	JUNCTION CIT	1,755.7	4.0	1,759.7	\$13,813	\$7.85	\$31
20097	1	SIUGLAW	1,446.4	12.0	1,458.4	\$10,026	\$6.87	\$82
2100	1	LINCOLN COUN	5,100.7	442.0	5,542.7	\$44,939	\$8.11	\$3,584
22008	1	GREATER ALBA	7,741.7	528.0	8,269.7	\$58,509	\$7.08	\$3,726
22016	1	LEBANON	1,570.3	98.0	1,668.3	\$12,290	\$7.37	\$722
22055	1	SWEET HOME	2,567.4		2,567.4	\$19,705	\$7.68	\$0
220H1	1	LEBANON UHS	1,474.5	15.5	1,490.0	\$10,208	\$6.85	\$106
23008	1	ONTARIO	2,542.8	85.0	2,627.8	\$20,474	\$7.79	\$662
23015	1	VALE	589.3		589.3	\$5,114	\$8.68	\$0
23026	1	NYSEA	1,081.4		1,081.4	\$8,982	\$8.21	\$0
230H3	1	VALE UH	340.8		340.8	\$2,883	\$8.46	\$0
24004	1	SILVERTON	953.6	203.0	1,156.6	\$8,844	\$7.65	\$1,552
24015	1	NORTH MARION	1,358.0		1,358.0	\$11,590	\$8.53	\$0
24024	1	SALEM	22,839.0	2,967.4	25,806.4	\$180,568	\$7.00	\$20,763
24077	1	STAYTON	735.1	315.0	1,050.1	\$7,277	\$6.93	\$2,183
24091	1	MT ANGEL	687.6		687.6	\$5,080	\$7.39	\$0
24103	1	WOODBURN	2,055.9	272.0	2,327.9	\$21,532	\$9.25	\$2,516
240H4	1	STAYTON UHS	546.0		546.0	\$4,362	\$7.99	\$0
240H5	1	CASCADE UHS	1,053.1		1,053.1	\$8,059	\$7.65	\$0
240H7	1	SILVERTON UH	830.8		830.8	\$5,933	\$7.14	\$0
27002	1	DALLAS	2,530.8	51.0	2,581.8	\$18,952	\$7.33	\$274
27013	1	CENTRAL	2,197.6	11.0	2,208.6	\$18,129	\$8.21	\$90
29009	1	TILLAMOOK	1,950.0	61.0	2,011.0	\$15,428	\$7.67	\$468
30008	1	HERMISTON	3,135.0		3,135.0	\$21,532	\$6.87	\$0
30016	1	PENDLETON	3,390.8	99.0	3,489.8	\$26,072	\$7.47	\$740
30031	1	MILTON-FREEW	738.9	226.2	965.1	\$7,148	\$7.41	\$1,675
300H5	1	MCDONOUGH U	446.8		446.8	\$3,665	\$8.20	\$0
31001	1	LAGRANDE	2,836.8	83.0	2,919.8	\$20,950	\$7.17	\$595
32021	1	ENTERPRISE	601.4	7.3	608.7	\$4,321	\$7.10	\$52
33012	1	THE DALLES	2,374.2	164.2	2,538.4	\$17,902	\$7.05	\$1,158
34007	1	HILLSBORO	3,339.2	284.0	3,623.2	\$26,452	\$7.30	\$2,077
34013	1	BANKS	1,089.9	124.0	1,213.9	\$9,326	\$7.68	\$953
34015	1	FOREST GROVE	3,700.4	196.0	3,896.4	\$28,409	\$7.29	\$1,429
34088	1	SHERWOOD	1,344.3		1,344.3	\$10,005	\$7.44	\$0
340H3	1	HILLSBORO UH	4,979.0		4,979.0	\$35,056	\$7.04	\$0
36029	1	NEWBERG	3,453.3	74.8	3,528.1	\$24,356	\$6.90	\$516
36040	1	MCMINNVILLE	3,202.0	216.5	3,418.5	\$23,459	\$6.86	\$1,486
36048	1	SHERIDAN	656.3		656.3	\$5,452	\$8.31	\$0
NO =	91	TOTALS	262,512.6	13272.9	275,785.5	\$2,012,947	\$7.43	\$90,456
		AVERAGES					LOW = \$6.58	\$7.27
							MEAN = \$7.43	
							HIGH = \$9.25	

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FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

SUBURBAN SCHOOL DISTRICTS. N = 15

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
03003	2	WEST LINN	3,337.4	44.0	3,381.4	\$24,495	\$7.24	\$319
03007	2	LAKE OSWEGO	5,812.6	404.0	6,216.6	\$45,425	\$7.31	\$2,952
03012	2	NO CLACKAMAS	12,138.4	102.5	12,240.9	\$91,478	\$7.47	\$766
03115	2	GLADSTONE	1,918.6	168.3	2,086.9	\$15,301	\$7.33	\$1,254
26052	2	BETHEL	3,623.7		3,623.7	\$25,400	\$7.29	\$0
26003	2	PARKROSE	3,547.5		3,547.5	\$25,735	\$7.25	\$0
26004	2	GRESHAM	4,882.0	94.0	4,976.0	\$35,281	\$6.69	\$629
26007	2	REYNOLDS	6,298.2	165.1	6,463.3	\$46,986	\$7.27	\$1,200
26028	2	CENTENNIAL	4,912.1		4,912.1	\$35,804	\$7.29	\$0
26040	2	DAVID DOUGLA	5,972.7		5,972.7	\$45,991	\$7.70	\$0
26051	2	RIVERDALE	296.8		296.8	\$1,716	\$5.78	\$0
26042	2	GRESHAM UHS	2,921.4		2,921.4	\$20,631	\$7.06	\$0
24023	2	TIGARD	5,976.8	184.0	6,160.8	\$41,411	\$6.72	\$1,237
24029	2	REEDVILLE	1,506.2		1,506.2	\$10,748	\$7.14	\$0
24048	2	BEAVERTON	20,256.1	2,950.1	23,206.2	\$157,080	\$6.77	\$19,969
NO =	15	TOTALS	83,400.5	4,112.0	87,512.5	\$622,482		\$28,305
		AVERAGE	\$7.12			LOW = \$5.78		\$6.88
						MEAN = \$7.09		
						HIGH = \$7.70		

BON
 FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

METROPOLITAN URBAN (PORTLAND) SCHOOL DISTRICTS. N = 1

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT RADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	'PER TOT PUPILS	EST SCH #	PRIV. \$
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26001	3	PORTLAND	48,109.4	6,450.4	54,559.8	\$657,019	\$12.04		\$77,677

BON
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL AND SMALL TOWN SCHOOL DISTRICTS. N = 203

DIST CODE	TYPE	DISTRICT NAME	DISTRICT RADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
01016	4	HUNTINGTON	164.2		164.2	\$2,486	\$15.14	\$0
01030	4	BURNI RIVER	136.1		136.1	\$2,157	\$15.85	\$0
01061	4	PINE EAGLE	428.5		428.5	\$3,477	\$8.11	\$0
02007	4	ALSEA	196.1		196.1	\$1,982	\$10.11	\$0
02023	4	BELL MOUNTAIN	73.0		73.0	\$474	\$6.49	\$0
02024	4	IRISH BEND	29.7		29.7	\$282	\$9.49	\$0
02025	4	MONROE	192.0		192.0	\$1,375	\$7.16	\$0
02026	4	ALPINE	96.7		96.7	\$826	\$8.54	\$0
02041	4	MONROE UHS	164.1		164.1	\$1,292	\$7.87	\$0
03013	4	WELCHES	327.3		327.3	\$2,287	\$6.99	\$0
03025	4	DICKLEY PRAIR	85.0		85.0	\$556	\$6.54	\$0
03026	4	DAMASCUS UNI	833.4		833.4	\$6,089	\$7.31	\$0
03029	4	CARUS	480.9		480.9	\$3,102	\$6.45	\$0
03032	4	CLARIES	238.2		238.2	\$2,033	\$8.53	\$0
03044	4	BORING	496.6	246.0	742.6	\$5,344	\$7.20	\$1,770
03045	4	BULLRUN	96.0		96.0	\$648	\$6.75	\$0
03053	4	COLTON	891.5		891.5	\$6,631	\$7.44	\$0
03067	4	BUTTE CREEK	233.8		233.8	\$1,550	\$6.63	\$0
03080	4	SCHUEBEL	86.1		86.1	\$617	\$7.17	\$0
03084	4	MULINO	316.6	12.0	328.6	\$2,697	\$8.21	\$98
03087	4	MAPLE GROVE	37.1		37.1	\$276	\$7.44	\$0
03091	4	NINETY ONE	450.4		450.4	\$3,329	\$7.39	\$0
03092	4	RURAL DELL	150.6		150.6	\$1,036	\$7.93	\$0
03107	4	COTTRELL	197.2		197.2	\$1,483	\$7.52	\$0
03116	4	REDLAND	744.3		744.3	\$5,653	\$7.60	\$0
04005	4	LEWIS & CLAR	500.4	82.0	582.4	\$3,959	\$6.76	\$555
04008	4	JEWELL	108.7		108.7	\$1,595	\$14.67	\$0
04011	4	OLNEY	104.8		104.8	\$807	\$7.70	\$0
04030	4	WARRENTON-HA	692.6		692.6	\$5,068	\$7.32	\$0
05047	4	VERNONIA	676.5		676.5	\$5,248	\$7.76	\$0
06031	4	POWERS	166.7		166.7	\$2,681	\$16.08	\$0
08002	4	PT OXFORD-LA	514.4		514.4	\$4,954	\$9.63	\$0
08003	4	GOLD BEACH	317.1		317.1	\$2,286	\$7.21	\$0
08004	4	AGNESS	15.0		15.0	\$293	\$19.53	\$0
08012	4	OPHIR	67.8		67.8	\$524	\$7.73	\$0
08016	4	PISTOL RIVER	23.2		23.2	\$387	\$16.68	\$0
08023	4	UPPER CHETCO	59.2		59.2	\$429	\$7.25	\$0
08041	4	GOLD BEACH U	516.5		516.5	\$4,105	\$7.95	\$0
09006	4	SISTERS	523.2		523.2	\$3,494	\$6.68	\$0
09015	4	BROTHERS	16.4		16.4	\$395	\$24.09	\$0
10001	4	OAKLAND	576.8		576.8	\$4,777	\$8.28	\$0
10012	4	GLIDE	1,023.2		1,023.2	\$7,349	\$7.18	\$0
10015	4	DAYS CREEK	256.4	269.0	525.4	\$3,435	\$6.54	\$1,759
10021	4	CAMAS VALLEY	197.0		197.0	\$1,497	\$7.60	\$0
10022	4	NO DOUGLAS	662.3		662.3	\$5,130	\$7.75	\$0
10032	4	YONCALLA	470.8	40.0	510.8	\$4,081	\$7.99	\$320
10034	4	ELKTON	223.5		223.5	\$1,722	\$7.70	\$0
10045	4	UMPQUA	107.7		107.7	\$618	\$5.74	\$0
10070	4	RIDDLE	567.8		567.8	\$4,601	\$8.10	\$0
10077	4	GLENDALE	571.2		571.2	\$4,082	\$7.15	\$0
10125	4	ASH VALLEY	32.6		32.6	\$227	\$6.96	\$0

80N
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL AND SMALL TOWN SCHOOL DISTRICTS. N = 203

DIST CODE	TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
11003	4	ARLINGTON	141.9		141.9	\$1,446	\$10.19	\$0
11011	4	OLEX	23.4		23.4	\$516	\$22.05	\$0
11025	4	CONDON	212.7		212.7	\$1,568	\$7.37	\$0
12003	4	JOHN DAY	828.8		828.8	\$5,701	\$6.88	\$0
12004	4	PRAIRIE CITY	236.7		236.7	\$2,111	\$8.92	\$0
12006	4	MT VERNON	192.0		192.0	\$1,462	\$7.61	\$0
12008	4	MONUMENT	92.7		92.7	\$1,515	\$16.34	\$0
12016	4	DAYVILLE	88.1		88.1	\$1,387	\$15.74	\$0
12017	4	LONG CREEK	121.8		121.8	\$2,197	\$18.04	\$0
13004	4	CRANE	71.0		71.0	\$581	\$8.18	\$0
13005	4	PINE CREEK	8.3		8.3	\$246	\$29.64	\$0
13007	4	DIAMOND	15.2		15.2	\$399	\$26.25	\$0
13010	4	SUNTEX	4.5		4.5	\$167	\$37.11	\$0
13013	4	DREWSEY	19.0		19.0	\$454	\$23.89	\$0
13016	4	FRENCH GLEN	2.8		2.8	\$165	\$58.93	\$0
13018	4	LAWEN	8.8		8.8	\$220	\$25.00	\$0
13028	4	DOUBLE O	4.8		4.8	\$225	\$46.88	\$0
13029	4	ANDREWS	16.5		16.5	\$380	\$23.03	\$0
13030	4	HINES	310.6		310.6	\$1,855	\$5.97	\$0
13032	4	SOD HOUSE	14.1		14.1	\$384	\$27.23	\$0
13033	4	FIELDS-TROUT	14.0		14.0	\$259	\$18.50	\$0
13041	4	CRANE UHS	83.5		83.5	\$1,195	\$14.31	\$0
15040	4	APPLEGATE 40	202.3		202.3	\$1,353	\$6.69	\$0
15059	4	PROSPECT	248.5		248.5	\$1,775	\$7.13	\$0
15091	4	BUTTE FALLS	259.7		259.7	\$1,693	\$6.52	\$0
15094	4	PINEHURST	18.3		18.3	\$407	\$22.24	\$0
16004	4	CULVER	304.5		304.5	\$2,698	\$8.86	\$0
16008	4	ASHWOOD	11.0		11.0	\$235	\$21.36	\$0
16041	4	BLACK BUTTE	11.3		11.3	\$278	\$24.60	\$0
19005	4	UNION	85.8		85.8	\$1,279	\$14.91	\$0
19011	4	PAISLEY	124.2		124.2	\$1,894	\$15.25	\$0
19014	4	SILVER LAKE	248.5		248.5	\$4,433	\$17.84	\$0
19018	4	PLUSH	3.9		3.9	\$232	\$59.49	\$0
19021	4	ADEL	25.5		25.5	\$664	\$26.04	\$0
20032	4	MAPLETON	433.2		433.2	\$3,693	\$8.52	\$0
20066	4	CROW-APPLEG-	420.9		420.9	\$3,649	\$8.67	\$0
20068	4	MCKENZIE	419.4		419.4	\$4,312	\$10.28	\$0
20071	4	LOWELL	436.3	3.0	439.3	\$3,584	\$8.16	\$24
20076	4	OAKRIDGE	947.8		947.8	\$6,886	\$7.27	\$0
20079	4	MARCOLA	379.2		379.2	\$2,708	\$7.14	\$0
20090	4	BLANCHLY	166.4		166.4	\$2,680	\$16.11	\$0
22004	4	GRIGGS	30.6		30.6	\$200	\$6.54	\$0
22013	4	SODAVILLE	67.6		67.6	\$531	\$7.86	\$0
22029	4	MARI-LINN	212.5		212.5	\$1,551	\$7.30	\$0
22030	4	SANDRIDGE	27.9		27.9	\$217	\$7.78	\$0
22033	4	HAMILTON CRE	223.8		223.8	\$1,732	\$7.74	\$0
22042	4	HARRISBURG	194.0		194.0	\$1,354	\$6.98	\$0
22046	4	HARRIS	23.3		23.3	\$333	\$14.29	\$0
22063	4	WYATT	55.8		55.8	\$347	\$6.22	\$0
22073	4	LACONIA	278.4		278.4	\$1,915	\$6.88	\$0
22078	4	DENNY	17.9		17.9	\$331	\$18.49	\$0

BON
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL AND SMALL TOWN SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
22081	4	GORE	74.0		74.0	\$503	\$6.80	\$0
22089	4	CROWFOOT	618.4		618.4	\$4,343	\$7.02	\$0
22095	4	SCIO	698.4		698.4	\$5,321	\$7.62	\$0
22102	4	TENNESSEE	113.2		113.2	\$806	\$7.12	\$0
22124	4	LOURDES	27.3		27.3	\$158	\$5.79	\$0
22129	4	MILL CITY-BA	590.5		590.5	\$4,070	\$6.89	\$0
22552	4	CENTRAL LINN	868.9		868.9	\$6,538	\$7.52	\$0
22UH5	4	HARRISBURG U	361.8		361.8	\$2,535	\$7.28	\$0
23001	4	BROGAN	14.5		14.5	\$304	\$20.97	\$0
23003	4	JORDAN VALLE	42.0		42.0	\$753	\$17.93	\$0
23012	4	JUNTURA	30.0		30.0	\$331	\$11.03	\$0
23029	4	ANNEX	133.7		133.7	\$1,156	\$8.65	\$0
23042	4	WILLOWCREEK	80.8		80.8	\$825	\$10.21	\$0
23051	4	MCDERMITT	15.5		15.5	\$243	\$15.68	\$0
23061	4	ADRIAN	332.9		332.9	\$3,345	\$10.05	\$0
23066	4	HARPER	74.8		74.8	\$1,337	\$17.87	\$0
23081	4	AROCK	36.4		36.4	\$509	\$13.98	\$0
23UH1	4	JORDAN VALLE	107.4		107.4	\$798	\$7.43	\$0
24007	4	SUBLIMITY	193.0		193.0	\$1,633	\$8.46	\$0
24010	4	EVERGREEN	62.8		62.8	\$520	\$8.28	\$0
24011	4	AUMSVILLE	522.5		522.5	\$3,702	\$7.09	\$0
24013	4	PIONEER	38.6		38.6	\$434	\$11.24	\$0
24014	4	JEFFERSON	985.8		985.8	\$8,984	\$9.11	\$0
24020	4	MARION	90.8		90.8	\$730	\$8.04	\$0
24031	4	BROOKS	98.4		98.4	\$954	\$9.70	\$0
24042	4	VICTOR POINT	137.1		137.1	\$1,072	\$7.82	\$0
24045	4	ST. FAUL	178.4	101.0	279.4	\$2,157	\$7.72	\$780
24050	4	PRATUM	51.4		51.4	\$339	\$6.60	\$0
24051	4	NORTH HOWELL	28.6		28.6	\$395	\$13.81	\$0
24060	4	ELDRIDGE	65.4		65.4	\$629	\$9.62	\$0
24061	4	WEST STAYTON	55.3		55.3	\$510	\$9.22	\$0
24063	4	BETHANY	82.0		82.0	\$610	\$7.44	\$0
24073	4	SCOTT'S MILLS	147.0		147.0	\$1,174	\$7.99	\$0
24076	4	GERVAIS	224.1	91.0	315.1	\$3,326	\$10.56	\$961
24079	4	TURNER	195.5		195.5	\$1,584	\$8.10	\$0
24082	4	PARKERSVILLE	45.9		45.9	\$419	\$9.13	\$0
24093	4	SILVER CREST	120.4		120.4	\$869	\$7.22	\$0
24123	4	DETROIT	143.7		143.7	\$1,630	\$11.34	\$0
24126	4	NORTH SANTIA	64.2		64.2	\$631	\$9.83	\$0
24134	4	BUENA CREST	55.3		55.3	\$471	\$8.52	\$0
24142	4	MONITOR	185.7		185.7	\$1,459	\$7.86	\$0
24144	4	CLOVERDALE	92.7		92.7	\$620	\$6.69	\$0
24540	4	CENTRAL HOME	98.1		98.1	\$620	\$6.32	\$0
24UH1	4	GERVAIS UMS	298.2		298.2	\$3,130	\$10.50	\$0
25001	4	MORRIAM	1,616.0		1,616.0	\$11,440	\$7.08	\$0
26006	4	ORIENT	699.3		699.3	\$4,805	\$6.87	\$0
26019	4	SALVIES ISLA	135.5		135.5	\$882	\$6.51	\$0
26039	4	CORBETT	729.3		729.3	\$5,104	\$7.00	\$0
26046	4	BONNEVILLE	42.4		42.4	\$352	\$8.30	\$0
27021	4	PERRIDALE	137.8		137.8	\$1,092	\$7.92	\$0
27057	4	FALLS CITY	193.8	19.0	212.8	\$1,569	\$7.37	\$140

BON
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL AND SMALL TOWN SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
27062	4	VALSETZ	97.6		97.6	\$1,257	\$12.88	\$0
28003	4	RUFUS	78.2		78.2	\$645	\$8.25	\$0
28007	4	WASCO	70.9		70.9	\$565	\$7.97	\$0
28012	4	SOUTH SHERMA	143.6		143.6	\$1,068	\$7.44	\$0
29041	4	SHERMAN UHS	139.5		139.5	\$1,070	\$7.67	\$0
29008	4	BEAVER	158.0		158.0	\$1,203	\$7.61	\$0
29013	4	HEBG	48.3		48.3	\$480	\$9.94	\$0
29022	4	CLOVERDALE	196.7	50.0	246.7	\$1,553	\$6.70	\$335
29056	4	NEAH-KAH-NIE	845.6		845.6	\$7,555	\$8.93	\$0
29043	4	NESTUCCA UHS	202.9		202.9	\$1,569	\$7.73	\$0
30001	4	HELIX	110.4		110.4	\$664	\$6.01	\$0
30002	4	PILOT ROCK	559.7		559.7	\$4,193	\$7.77	\$0
30004	4	TUM-A-LUM	77.3		77.3	\$466	\$6.03	\$0
30005	4	ECHO	194.1		194.1	\$1,292	\$6.66	\$0
30006	4	UMATILLA	897.1		897.1	\$6,085	\$6.78	\$0
30010	4	FERNCALE	213.7		213.7	\$1,668	\$7.81	\$0
30013	4	UMAPINE	92.1		92.1	\$784	\$8.51	\$0
30029	4	ATHENA-WESTO	536.7		536.7	\$4,342	\$8.09	\$0
30061	4	STANFIELD	500.5		500.5	\$3,937	\$7.87	\$0
30080	4	UKIAH	75.0		75.0	\$1,069	\$14.25	\$0
31005	4	UNION	517.8		517.8	\$3,693	\$7.13	\$0
31008	4	NORTH POWDER	170.4		170.4	\$2,054	\$12.05	\$0
31011	4	IMBLER	355.9		355.9	\$2,579	\$7.25	\$0
31015	4	COVE	272.3		272.3	\$1,928	\$7.08	\$0
31023	4	ELGIN	629.4		629.4	\$4,490	\$7.13	\$0
32006	4	JOSEPH	371.6		371.6	\$2,903	\$7.81	\$0
32012	4	WALLOWA	367.1		367.1	\$2,902	\$7.91	\$0
32054	4	TROY	10.6		10.6	\$255	\$24.06	\$0
33009	4	CHENOWITH	933.0		933.0	\$7,184	\$7.70	\$0
33014	4	PETERSBURG	112.3		112.3	\$785	\$6.99	\$0
33029	4	DUFUR	203.8		203.8	\$1,590	\$7.80	\$0
33040	4	TYGH VALLEY	80.4		80.4	\$586	\$7.29	\$0
33042	4	WAMIC	71.7		71.7	\$530	\$7.39	\$0
33050	4	ANTELOPE	17.8		17.8	\$362	\$20.34	\$0
33084	4	HAUPIN	151.9		151.9	\$988	\$6.50	\$0
33041	4	WASCO CTY UM	142.2		142.2	\$1,045	\$7.35	\$0
34001	4	WEST UNION	536.9		536.9	\$3,862	\$7.19	\$0
34039	4	GROWER	253.4		253.4	\$1,864	\$7.36	\$0
34058	4	FARMINGTON V	243.4		243.4	\$1,848	\$7.59	\$0
34070	4	NORTH PLAINS	299.4		299.4	\$2,497	\$8.34	\$0
34511	4	GASTON	452.2	399.0	851.2	\$5,160	\$6.06	\$2,419
35001	4	SPRAY	66.0		66.0	\$1,130	\$17.12	\$0
35021	4	FOSSIL	127.6		127.6	\$1,833	\$14.37	\$0
35055	4	MITCHELL	91.8		91.8	\$1,383	\$15.07	\$0
36004	4	AMITY	578.6		578.6	\$4,755	\$8.22	\$0
36008	4	DAYTON	775.0		775.0	\$7,253	\$9.36	\$0

BON
 FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

RURAL AND SMALL TOWN SCHOOL DISTRICTS. N = 203

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH \$
36011	4	CARLTON	286.3		286.3	\$2,061	\$7.20	\$0
36016	4	YAMHILL	506.5		506.5	\$3,741	\$7.39	\$0
36030	4	WILLAMINA	959.2	17.0	976.2	\$7,398	\$7.58	\$129
35UH1	4	YAMH-CARLT U	375.9		375.9	\$2,658	\$7.07	\$0
NO =	203	TOTALS	51,720.7	1,329.0	53,049.7	\$429,504		\$9,289
		AVERAGE	\$8.12			LOW = \$5.74		\$6.99
						MEAN = \$10.91		
						HIGH = \$59.49		

80N
FISCAL YEAR 1983 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

STATE INSTITUTIONS. N = 7. STATE TOTALS AND AVERAGES.

DIST CODE	DISTRICT TYPE	DISTRICT NAME	DISTRICT ADM-1983	PRIVATE PUPILS	TOTAL PUPILS	ECIA FY 1983	PER TOT PUPILS	EST PRIV. SCH *
37001	5	OSSB	53.0			\$292	\$5.51	
37002	5	OSSD	221.0			\$1,219	\$5.52	
37003	5	MACLAREN	435.0			\$2,399	\$5.51	
37004	5	HILLCREST	60.0			\$800	\$13.33	
37006	5	FAIRVIEW	261.0			\$1,439	\$5.51	
37007	5	HOSPITAL SCH	249.0			\$1,373	\$5.51	
37008	5	WYNNE WATTS	64.0			\$553	\$5.52	
NO =	7	TOTALS	1,343.0			\$7,875		
		AVERAGE	\$5.86				\$6.63	

SUMMARY. STATE TOTALS AND AVERAGES

TOTAL	447,086.2	25164.3	472,250.5	\$3,729,827	\$211,707
N = 317	\$7.87		AVERAGE	\$7.90	\$8.41
				LOW = \$5.51	
				MEAN = \$9.64	
				HIGH = \$59.49	

APPENDIX G

OREGON SCHOOL DISTRICT ANTECEDENT TO ECIA BLOCK
GRANT SCHOOL DISTRICTS GAIN AND LOSS

DIST CODE	TY PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
27002	1	DALLAS	\$95,171	2523.2	\$37.72	2,581.8	\$18,932	\$7.33	(\$30.39)
06054	1	BANDON	\$10,658	884.9	\$12.04	973.8	\$7,891	\$8.10	(\$3.94)
24024	1	SALEM	\$182,118	22551.7	\$8.08	25,806.4	\$180,568	\$7.00	(\$1.09)
02017	1	PHILOMAT	\$10,568	1280.1	\$8.26	1,312.1	\$9,717	\$7.41	(\$8.85)
20040	1	CRESWELL	\$7,762	995.1	\$7.80	1,029.1	\$7,461	\$7.25	(\$8.55)
24091	1	MT ANGEL	\$4,886	641.4	\$7.62	687.6	\$5,080	\$7.39	(\$8.23)
20004	1	EUGENE	\$127,164	17213.8	\$7.39	19,614.6	\$140,622	\$7.17	(\$8.22)
34013	1	BANKS	\$7,881	1039.7	\$7.58	1,213.9	\$9,326	\$7.68	\$8.10
13001	1	BURNS	\$3,934	610.2	\$6.45	607.3	\$4,052	\$6.67	\$8.23
06013	1	NORTH BE	\$20,299	3069.7	\$6.61	3,360.9	\$23,726	\$7.06	\$8.45
09002	1	REDMOND	\$23,551	3582.8	\$6.57	3,590.6	\$25,451	\$7.09	\$8.51
07CU	1	CROOK CT	\$14,673	2283.0	\$6.43	2,495.3	\$17,617	\$7.06	\$8.63
15035	1	ROGUE RI	\$7,699	1255.1	\$6.13	1,406.5	\$9,621	\$6.84	\$8.71
22016	1	LEBANON	\$9,445	1501.8	\$6.29	1,668.3	\$12,290	\$7.37	\$1.08
05001	1	SCAPPDOOS	\$10,250	1789.8	\$5.73	1,838.0	\$12,578	\$6.84	\$1.12
15549	1	MEDFORD	\$58,932	9193.3	\$6.41	10,667.0	\$80,476	\$7.54	\$1.13
24077	1	STAYTON	\$4,088	708.0	\$5.77	1,050.1	\$7,277	\$6.93	\$1.16
15006	1	CENTRAL	\$24,272	3968.2	\$6.12	4,104.5	\$30,458	\$7.42	\$1.30
27013	1	CENTRAL	\$14,754	2163.2	\$6.82	2,208.6	\$18,129	\$8.21	\$1.39
24UH5	1	CASCADE	\$6,425	1043.2	\$6.16	1,053.1	\$8,059	\$7.65	\$1.49
36029	1	NEWBERG	\$18,718	3469.4	\$5.40	3,528.1	\$24,356	\$6.90	\$1.51
23008	1	ONTARIO	\$15,332	2478.5	\$6.19	2,627.8	\$20,474	\$7.79	\$1.61
34088	1	SHERWOOD	\$7,639	1308.7	\$5.84	1,344.3	\$10,005	\$7.44	\$1.61
20001	1	PLEASANT	\$6,819	1334.7	\$5.11	1,532.9	\$10,374	\$6.77	\$1.66
03035	1	MOLALLA	\$5,775	1027.7	\$5.62	1,055.2	\$7,692	\$7.29	\$1.67
03046	1	SANDY	\$8,071	1464.8	\$5.51	1,462.9	\$10,549	\$7.21	\$1.70
31001	1	LAGRANDE	\$15,324	2824.0	\$5.43	2,919.8	\$20,930	\$7.17	\$1.74
20045	1	SOUTH LA	\$17,717	2952.7	\$6.00	3,073.6	\$24,038	\$7.82	\$1.82
24015	1	NORTH MA	\$8,984	1346.9	\$6.67	1,358.0	\$11,590	\$8.53	\$1.86
20097	1	SIUSLAW	\$6,807	1400.9	\$4.86	1,458.4	\$10,026	\$6.87	\$2.02
15004	1	PHOENIX	\$10,922	1965.2	\$5.56	2,174.0	\$16,532	\$7.60	\$2.05
03UH2	1	SANDY UH	\$5,544	1197.5	\$4.63	1,145.0	\$8,005	\$6.99	\$2.36
20028	1	FERN RID	\$8,397	1739.7	\$4.83	1,803.8	\$13,329	\$7.39	\$2.56
30031	1	MILTON-F	\$3,607	757.4	\$4.76	965.1	\$7,148	\$7.41	\$2.64
10105	1	REEDSPOR	\$5,092	1334.8	\$3.81	1,361.1	\$8,960	\$6.58	\$2.77
24UH7	1	SILVERTO	\$3,439	828.3	\$4.15	830.8	\$5,933	\$7.14	\$2.99
10019	1	SOUTH UM	\$9,229	2092.4	\$4.41	2,340.8	\$17,334	\$7.41	\$2.99
20069	1	JUNCTION	\$8,227	1700.7	\$4.84	1,759.7	\$13,813	\$7.85	\$3.01
36048	1	SHERIDAN	\$3,021	581.5	\$5.20	656.3	\$5,452	\$8.31	\$3.11
09001	1	BEND	\$25,587	7421.7	\$3.45	7,972.7	\$53,466	\$6.71	\$3.26
32021	1	ENTERPRI	\$2,201	578.1	\$3.81	608.7	\$4,321	\$7.10	\$3.29
18001	1	KLAMATH	\$8,391	2092.2	\$4.01	2,063.8	\$15,079	\$7.31	\$3.30
06008	1	COQUILLE	\$6,239	1433.8	\$4.35	1,546.3	\$11,878	\$7.68	\$3.33
22008	1	GREATER	\$28,570	7636.3	\$3.74	8,269.7	\$58,509	\$7.08	\$3.33
14001	1	HOOD RIV	\$10,869	2690.7	\$4.04	2,797.9	\$20,705	\$7.40	\$3.36
23026	1	NYSSA	\$5,005	1024.5	\$4.89	1,081.4	\$8,982	\$8.31	\$3.42
17007	1	GRANTS P	\$14,531	3687.6	\$3.94	4,185.4	\$30,849	\$7.37	\$3.43
13UH2	1	BURNS	\$1,275	382.5	\$3.33	425.0	\$2,913	\$6.85	\$3.52
24004	1	SILVERTO	\$3,923	950.9	\$4.13	1,156.6	\$8,844	\$7.65	\$3.52
01005	1	BAKER	\$9,158	2361.8	\$3.88	2,417.1	\$17,905	\$7.41	\$3.53
06009	1	COOS BAY	\$15,906	4514.4	\$3.52	4,849.0	\$34,500	\$7.11	\$3.59
30016	1	PENDLETO	\$12,993	3363.0	\$3.86	3,489.8	\$26,072	\$7.47	\$3.61
06041	1	MYRTLE P	\$5,070	1086.1	\$4.67	1,094.3	\$9,100	\$8.32	\$3.65
34UH3	1	HILLSBOR	\$17,395	5147.8	\$3.38	4,979.0	\$35,036	\$7.04	\$3.66

DIST CODE	TY PE	LIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
17600	1	JOSEPHIN	\$23,058	6378.7	\$3.61	6,713.4	\$49,017	\$7.30	\$3.69
10130	1	SUTHERLI	\$6,062	1271.6	\$4.77	1,307.5	\$11,085	\$8.48	\$3.71
22055	1	SWEET HO	\$9,711	2491.7	\$3.90	2,567.4	\$19,705	\$7.68	\$3.78
15009	1	EAGLE PD	\$9,470	2922.6	\$3.24	3,017.6	\$21,209	\$7.03	\$3.79
03UH4	1	MOLALLA	\$2,709	921.2	\$2.94	975.5	\$6,565	\$6.73	\$3.79
04001	1	ASTORIA	\$6,321	1652.0	\$3.83	1,680.8	\$12,809	\$7.62	\$3.79
23015	1	VALE	\$2,725	559.2	\$4.87	589.3	\$5,114	\$8.68	\$3.81
30UHS	1	MCCLOUGHL	\$1,892	436.7	\$4.33	446.8	\$3,665	\$8.20	\$3.87
22UH1	1	LEBANON	\$4,079	1372.3	\$2.97	1,490.0	\$10,208	\$6.85	\$3.88
23UH3	1	VALE UH	\$1,583	347.7	\$4.55	340.8	\$2,883	\$8.46	\$3.91
05005	1	CLATSKAN	\$5,985	1759.9	\$3.40	1,780.7	\$13,060	\$7.33	\$3.93
15005	1	ASHLAND	\$9,141	2681.8	\$3.41	2,739.8	\$20,222	\$7.38	\$3.97
02509	1	CORVALLI	\$19,290	6623.0	\$2.91	7,040.4	\$48,474	\$6.89	\$3.97
30008	1	HERMISTO	\$9,041	3143.9	\$2.88	3,135.0	\$21,532	\$6.87	\$3.99
05502	1	ST HELEN	\$6,616	2332.9	\$2.84	2,378.3	\$16,355	\$6.88	\$4.04
20019	1	SPRINGFI	\$27,851	9151.9	\$3.04	9,470.3	\$67,153	\$7.09	\$4.05
10116	1	WINSTON-	\$5,319	1766.2	\$3.01	1,847.2	\$13,044	\$7.06	\$4.05
36040	1	MCMINNVI	\$9,053	3242.5	\$2.79	3,418.5	\$23,459	\$6.86	\$4.07
18CU	1	KLAMATH	\$20,248	7110.4	\$2.85	7,415.0	\$51,583	\$6.96	\$4.11
33012	1	THE DALL	\$6,827	2325.7	\$2.94	2,538.4	\$17,902	\$7.05	\$4.12
16509	1	MADRAS	\$8,438	2221.3	\$3.80	2,205.3	\$17,535	\$7.95	\$4.15
34007	1	HILLSBOR	\$10,343	3301.3	\$3.13	3,623.2	\$26,452	\$7.30	\$4.17
21CU	1	LINCOLN	\$19,946	5115.5	\$3.90	5,542.7	\$44,939	\$8.11	\$4.21
10004	1	ROSEBURG	\$20,247	6024.7	\$3.36	6,606.2	\$50,140	\$7.59	\$4.23
03086	1	CANBY	\$5,599	1960.9	\$2.86	1,998.0	\$14,456	\$7.24	\$4.38
04010	1	SEASIDE	\$4,217	1461.0	\$2.89	1,509.7	\$11,036	\$7.31	\$4.42
03062	1	OREGON C	\$18,700	6212.2	\$3.01	7,105.6	\$52,912	\$7.45	\$4.44
03108	1	ESTACADA	\$6,899	2367.0	\$2.91	2,518.8	\$18,521	\$7.35	\$4.44
34015	1	FOREST G	\$10,320	3763.3	\$2.74	3,896.4	\$28,409	\$7.29	\$4.55
24103	1	WOODBURN	\$9,570	2089.8	\$4.58	2,327.9	\$21,532	\$9.25	\$4.67
05013	1	RAINIER	\$4,163	1626.0	\$2.56	1,584.2	\$11,502	\$7.26	\$4.70
24UH4	1	STAYTON	\$1,772	538.9	\$3.29	546.0	\$4,362	\$7.99	\$4.70
08017	1	BROOKING	\$4,176	1432.5	\$2.92	1,496.9	\$11,455	\$7.65	\$4.74
29009	1	TILLAMOO	\$5,666	1935.2	\$2.93	2,011.0	\$15,428	\$7.67	\$4.74
03UH1	1	CANBY UH	\$3,371	1179.0	\$2.86	1,219.1	\$9,370	\$7.69	\$4.83
19007	1	LAKEVIEW	\$2,960	1030.2	\$2.87	992.3	\$7,772	\$7.83	\$4.96
18UN2	1	KLAMATH	\$6,532	1903.8	\$3.43	2,105.7	\$18,052	\$8.57	\$5.14
TOTAL= 91			\$1,310,207	257,129.9			\$2,012,947	CHANGE	\$702,740
AVERAGE			\$5.10	LOW =	\$2.56		LOW =	\$6.58	(\$30.39)
				MEAN =	\$4.98		MEAN =	\$7.43	\$2.45
				HIGH =	\$37.72		HIGH =	\$9.25	\$5.14

DIST TY CODE PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
20052	2 BETHEL	\$30,686	3397.1	\$9.03	3,623.7	\$26,400	\$7.29	(\$1.75)
03007	2 LAKE OSW	\$35,665	5751.9	\$6.20	6,216.6	\$45,425	\$7.31	\$1.11
26004	2 GRESHAM	\$26,148	4799.4	\$5.45	4,976.0	\$33,281	\$6.69	\$1.24
26051	2 RIVERDAL	\$631	202.8	\$3.11	296.8	\$1,716	\$5.78	\$2.67
34048	2 BEAVERTO	\$81,389	20218.5	\$4.03	23,206.2	\$157,080	\$6.77	\$2.74
26003	2 PARKROSE	\$11,566	3487.5	\$3.32	3,547.5	\$25,735	\$7.25	\$3.94
34023	2 TIGARD	\$15,886	6066.7	\$2.62	6,160.8	\$41,411	\$6.72	\$4.10
26UH2	2 GRESHAM	\$7,788	2854.2	\$2.73	2,921.4	\$20,631	\$7.06	\$4.33
26028	2 CENTENNI	\$14,056	4810.7	\$2.92	4,912.1	\$35,804	\$7.29	\$4.37
03012	2 NO CLACK	\$36,177	11870.0	\$3.05	12,240.9	\$91,478	\$7.47	\$4.43
03115	2 GLADSTON	\$5,443	1912.6	\$2.85	2,086.9	\$15,301	\$7.33	\$4.49
03003	2 WEST LIN	\$9,385	3411.5	\$2.75	3,381.4	\$24,495	\$7.24	\$4.49
34029	2 REEDVILL	\$3,931	1520.5	\$2.59	1,506.2	\$10,748	\$7.14	\$4.55
26007	2 REYNOLDS	\$16,871	6312.7	\$2.67	6,463.3	\$46,986	\$7.27	\$4.60
26040	2 DAVID DO	\$17,180	5902.2	\$2.91	5,972.7	\$45,991	\$7.70	\$4.79
TOTAL=	15	\$312,802	82,518.3			\$622,482	CHANGE	\$309,680
	AVERAGE	\$3.79		LOW =	\$2.59		LOW =	\$5.78 (\$1.75)
				MEAN =	\$3.75		MEAN =	\$7.09 \$3.34
				HIGH =	\$9.03		HIGH =	\$7.70 \$4.79

DIST CODE	TY PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
26001	3	PORTLAND	\$726,000	47184.4	\$15.39	54,559.8	\$657,019	\$12.04	(\$3.34)
TOTAL=		1							CHANGE (\$68,981)

DIST TY CODE PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
03029	4 CARUS	\$21,050	377.1	\$55.82	480.9	\$3,102	\$6.45	(\$49.37)
08012	4 OPHIR	\$1,674	51.0	\$32.82	67.8	\$524	\$7.73	(\$25.09)
33009	4 CHENOWIT	\$28,787	898.9	\$32.02	933.0	\$7,184	\$7.70	(\$24.32)
26019	4 SAUVIES	\$1,747	57.0	\$30.65	135.5	\$882	\$6.51	(\$24.14)
23012	4 JUNTURA	\$601	18.2	\$33.02	30.0	\$331	\$11.03	(\$21.99)
22030	4 SANDRIDG	\$683	25.3	\$27.00	27.9	\$217	\$7.78	(\$19.22)
26046	4 BONNEVIL	\$545	19.9	\$27.39	42.4	\$352	\$8.30	(\$19.09)
13004	4 CRANE	\$1,707	65.7	\$25.98	71.0	\$581	\$8.18	(\$17.80)
16008	4 ASHWOOD	\$155	4.0	\$38.75	11.0	\$235	\$21.36	(\$17.39)
10045	4 UMPQUA	\$1,382	60.4	\$22.88	107.7	\$618	\$5.74	(\$17.14)
13018	4 LAWEN	\$469	11.3	\$41.50	8.8	\$220	\$25.00	(\$16.50)
04011	4 OLNEY	\$1,537	66.8	\$23.01	104.8	\$807	\$7.70	(\$15.31)
23UH1	4 JORDAN V	\$1,266	56.8	\$22.29	107.4	\$798	\$7.43	(\$14.86)
24126	4 NORTH SA	\$1,330	54.7	\$24.31	64.2	\$631	\$9.83	(\$14.49)
33014	4 PETERSBU	\$1,771	86.1	\$20.57	112.3	\$785	\$6.99	(\$13.58)
24013	4 PIONEER	\$828	33.7	\$24.57	38.6	\$434	\$11.24	(\$13.33)
27062	4 VALSETZ	\$2,125	86.6	\$24.54	97.6	\$1,257	\$12.88	(\$11.66)
24540	4 CENTRAL	\$1,532	86.6	\$17.69	98.1	\$620	\$6.32	(\$11.37)
24082	4 PARKERSV	\$685	34.2	\$20.03	45.9	\$419	\$9.13	(\$10.90)
19005	4 UNION	\$1,436	56.9	\$25.24	85.8	\$1,279	\$14.91	(\$10.33)
24063	4 BETHANY	\$1,387	78.1	\$17.76	82.0	\$610	\$7.44	(\$10.32)
33050	4 ANTELOPE	\$304	10.0	\$30.40	17.8	\$362	\$20.34	(\$10.06)
08004	4 AGNESS	\$192	6.5	\$29.54	15.0	\$293	\$19.53	(\$10.01)
33040	4 TYGH VAL	\$1,339	78.0	\$17.17	80.4	\$586	\$7.29	(\$9.88)
22081	4 GORE	\$1,042	63.2	\$16.49	74.0	\$503	\$6.80	(\$9.69)
22063	4 WYATT	\$975	62.4	\$15.62	55.8	\$347	\$6.22	(\$9.41)
35055	4 MITCHELL	\$2,053	84.3	\$24.35	91.8	\$1,383	\$15.07	(\$9.29)
30080	4 UKIAH	\$1,789	76.2	\$23.48	75.0	\$1,069	\$14.25	(\$9.22)
24060	4 ELDRIEDG	\$1,070	57.4	\$18.64	65.4	\$629	\$9.62	(\$9.02)
03045	4 BULLRUN	\$1,441	91.4	\$15.77	96.0	\$648	\$6.75	(\$9.02)
22013	4 SODAVILL	\$1,054	63.5	\$16.60	67.6	\$531	\$7.86	(\$8.74)
23029	4 ANNEX	\$1,381	81.4	\$16.97	133.7	\$1,156	\$8.65	(\$8.32)
08023	4 UPPER CH	\$568	36.7	\$15.48	59.2	\$429	\$7.25	(\$8.23)
24020	4 MARION	\$1,243	77.0	\$16.14	90.8	\$730	\$8.04	(\$8.10)
24134	4 BUENA CR	\$815	49.4	\$16.50	55.3	\$471	\$8.52	(\$7.98)
24010	4 EVERGREE	\$1,021	63.2	\$16.16	62.8	\$520	\$8.28	(\$7.87)
24144	4 CLOVERDA	\$1,142	80.3	\$14.22	92.7	\$620	\$6.69	(\$7.53)
12016	4 DAYVILLE	\$2,138	96.0	\$22.27	88.1	\$1,387	\$15.74	(\$6.53)
10125	4 ASH VALL	\$385	29.0	\$13.28	32.6	\$227	\$6.96	(\$6.31)
03087	4 MAPLE GR	\$488	35.6	\$13.71	37.1	\$276	\$7.44	(\$6.27)
30013	4 UMAPINE	\$1,333	90.6	\$14.71	92.1	\$784	\$8.51	(\$6.20)
33042	4 WAMIC	\$983	72.4	\$13.58	71.7	\$530	\$7.39	(\$6.19)
03025	4 DICKEY P	\$1,018	80.8	\$12.60	85.0	\$556	\$6.54	(\$6.06)
02026	4 ALPINE	\$1,325	93.1	\$14.23	96.7	\$826	\$8.54	(\$5.69)
13UH1	4 CRANE UH	\$1,891	95.9	\$19.72	83.5	\$1,195	\$14.31	(\$5.41)
23066	4 HARPER	\$2,025	88.1	\$22.99	74.8	\$1,337	\$17.87	(\$5.11)
29013	4 HEB0	\$915	60.9	\$15.02	48.3	\$480	\$9.94	(\$5.09)
02023	4 BELLFOUN	\$855	74.2	\$11.52	73.0	\$474	\$6.49	(\$5.03)
28003	4 RUFUS	\$940	72.7	\$12.93	78.2	\$645	\$8.25	(\$4.68)
22004	4 GRIGGS	\$309	27.7	\$11.16	30.6	\$200	\$6.54	(\$4.62)
35001	4 SPRAY	\$1,532	70.6	\$21.70	66.0	\$1,130	\$17.12	(\$4.58)
24050	4 PRATUM	\$343	30.9	\$11.10	51.4	\$339	\$6.60	(\$4.50)
23042	4 WILLOWCR	\$1,311	89.4	\$14.66	80.8	\$825	\$10.21	(\$4.45)

DIST CODE	TY PE	DIST NAME	ANTECEDEN GRANTS	PER ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
28007	4	WESCO	\$973	78.4	\$12.41	70.9	\$565	\$7.97	(\$4.44)
31008	4	NORTH PD	\$2,462	155.3	\$15.85	170.4	\$2,054	\$12.05	(\$3.80)
15040	4	APPLEGAT	\$1,439	140.6	\$10.23	202.3	\$1,353	\$6.69	(\$3.55)
03080	4	SCHUEBEL	\$915	86.1	\$10.63	86.1	\$617	\$7.17	(\$3.46)
15059	4	PROSPECT	\$2,392	226.9	\$10.54	248.5	\$1,773	\$7.13	(\$3.41)
15094	4	PINEHURS	\$393	15.4	\$25.52	18.3	\$407	\$22.24	(\$3.28)
22124	4	LOURDES	\$241	28.2	\$8.55	27.3	\$158	\$5.79	(\$2.76)
24051	4	NORTH HO	\$511	31.0	\$16.48	28.6	\$395	\$13.81	(\$2.67)
02024	4	IRISH BE	\$457	38.6	\$11.84	29.7	\$282	\$9.49	(\$2.34)
15091	4	BUTTE FA	\$2,278	258.5	\$8.81	259.7	\$1,693	\$6.52	(\$2.29)
24061	4	WEST STA	\$821	75.2	\$10.92	55.3	\$510	\$9.22	(\$1.70)
10015	4	DAYS CRE	\$2,062	257.3	\$8.01	525.4	\$3,435	\$6.54	(\$1.48)
32054	4	TROY	\$237	9.6	\$24.69	10.6	\$255	\$24.06	(\$.63)
23081	4	AROCK	\$391	27.1	\$14.43	36.4	\$509	\$13.98	(\$4.44)
10021	4	CAMAS VA	\$1,452	188.9	\$7.69	197.0	\$1,497	\$7.60	(\$.09)
01030	4	BURNT RI	\$1,964	123.4	\$15.92	136.1	\$2,157	\$15.85	(\$.07)
24045	4	ST. PAUL	\$1,135	148.3	\$7.65	279.4	\$2,157	\$7.72	\$0.7
19021	4	ADEL	\$539	20.8	\$25.91	25.5	\$664	\$26.04	\$0.13
08016	4	PISTOL R	\$312	19.0	\$16.42	23.2	\$387	\$16.68	\$0.26
03091	4	NINETY D	\$3,059	431.6	\$7.09	450.4	\$3,329	\$7.39	\$0.30
12008	4	MONUMENT	\$1,398	87.2	\$16.03	92.7	\$1,515	\$16.34	\$0.31
33084	4	MAUPIN	\$912	148.3	\$6.15	151.9	\$988	\$6.50	\$0.35
30002	4	PILOT RD	\$3,617	493.5	\$7.33	539.7	\$4,193	\$7.77	\$0.44
03084	4	MULINO	\$2,415	311.9	\$7.74	328.6	\$2,697	\$8.21	\$0.46
04008	4	JEWELL	\$1,645	116.5	\$14.12	108.7	\$1,595	\$14.67	\$0.55
03067	4	BUTTE CR	\$1,352	230.8	\$5.86	233.8	\$1,550	\$6.63	\$0.77
03044	4	BORING	\$3,062	483.8	\$6.33	742.6	\$5,344	\$7.20	\$0.87
13033	4	FIELDS-T	\$282	16.1	\$17.52	14.0	\$259	\$18.50	\$0.98
26006	4	ORIENT	\$3,988	679.0	\$5.87	699.3	\$4,805	\$6.87	\$1.00
22102	4	TENNESSE	\$637	105.5	\$6.04	113.2	\$806	\$7.12	\$1.08
25001	4	MORROW	\$9,796	1637.7	\$5.98	1,616.0	\$11,440	\$7.08	\$1.10
31011	4	IMBLER	\$2,018	331.5	\$6.09	355.9	\$2,579	\$7.25	\$1.16
22042	4	HARRISBU	\$2,057	353.7	\$5.82	194.0	\$1,354	\$6.98	\$1.16
30006	4	UMATILLA	\$5,044	911.2	\$5.54	897.1	\$6,085	\$6.78	\$1.25
22073	4	LACOMB	\$1,477	265.7	\$5.56	278.4	\$1,915	\$6.88	\$1.32
31005	4	UNION	\$2,793	480.7	\$5.81	517.8	\$3,693	\$7.13	\$1.32
24073	4	SCOTTS M	\$1,021	153.8	\$6.64	147.0	\$1,174	\$7.99	\$1.35
22095	4	SCIO	\$3,936	629.0	\$6.26	698.4	\$5,321	\$7.62	\$1.36
34511	4	GASTON	\$2,185	468.6	\$4.66	851.2	\$5,160	\$6.06	\$1.40
22078	4	DENNY	\$366	21.5	\$17.02	17.9	\$331	\$18.49	\$1.47
12017	4	LONG CRE	\$1,780	107.9	\$16.50	121.8	\$2,197	\$18.04	\$1.54
30061	4	STANFIEL	\$3,218	511.5	\$6.29	500.5	\$3,937	\$7.87	\$1.57
20076	4	OAKRIDGE	\$5,242	926.8	\$5.66	947.8	\$6,886	\$7.27	\$1.61
13013	4	DREWSEY	\$423	19.0	\$22.26	19.0	\$454	\$23.89	\$1.63
31023	4	ELGIN	\$3,424	640.2	\$5.35	629.4	\$4,490	\$7.13	\$1.79
20079	4	MARCOLA	\$2,014	380.4	\$5.29	379.2	\$2,708	\$7.14	\$1.85
03032	4	CLARKES	\$1,567	234.5	\$6.68	238.2	\$2,033	\$8.53	\$1.85
31015	4	COVE	\$1,376	265.0	\$5.19	272.3	\$1,928	\$7.08	\$1.89
33029	4	DUFUR	\$1,246	212.4	\$5.87	203.8	\$1,590	\$7.80	\$1.94
20066	4	CROW-APP	\$2,664	396.0	\$6.73	420.9	\$3,649	\$8.67	\$1.94
24007	4	SUBLIMIT	\$1,314	202.4	\$6.49	193.0	\$1,633	\$8.46	\$1.97
24123	4	DETROIT	\$1,342	143.5	\$9.35	143.7	\$1,630	\$11.34	\$1.99

DIST CODE	TY PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
13029	4	ANDREWS	\$243	11.6	\$20.95	16.5	\$380	\$23.03	\$2.08
20071	4	LOWELL	\$2,609	430.6	\$6.06	439.3	\$3,584	\$8.16	\$2.10
01061	4	PINE EAG	\$2,651	443.2	\$5.98	428.5	\$3,477	\$8.11	\$2.13
24093	4	SILVER C	\$553	115.1	\$4.80	120.4	\$869	\$7.22	\$2.41
20032	4	MAPLETON	\$2,538	421.8	\$6.02	433.2	\$3,693	\$8.52	\$2.51
36016	4	YAMHILL	\$2,377	502.2	\$4.73	506.5	\$3,741	\$7.39	\$2.65
13030	4	HINES	\$735	221.5	\$3.32	310.6	\$1,855	\$5.97	\$2.65
30010	4	FERNDALE	\$1,484	291.0	\$5.10	213.7	\$1,668	\$7.81	\$2.71
23001	4	BROGAN	\$186	10.2	\$18.24	14.5	\$304	\$20.97	\$2.73
16004	4	CULVER	\$1,846	302.3	\$6.11	304.5	\$2,698	\$8.86	\$2.75
11011	4	OLEX	\$324	17.0	\$19.06	23.4	\$516	\$22.05	\$2.99
02025	4	MONROE	\$715	179.6	\$3.98	192.0	\$1,375	\$7.16	\$3.18
22029	4	MARI-LIN	\$846	206.4	\$4.10	212.5	\$1,551	\$7.30	\$3.20
30001	4	HELIX	\$319	113.8	\$2.80	110.4	\$664	\$6.01	\$3.21
29022	4	CLOVERDA	\$614	176.3	\$3.48	246.7	\$1,653	\$6.70	\$3.22
24076	4	GERVAIS	\$1,683	230.9	\$7.29	315.1	\$3,326	\$10.56	\$3.27
24079	4	TURNER	\$913	190.2	\$4.80	195.5	\$1,584	\$8.10	\$3.30
10034	4	ELKTON	\$934	216.0	\$4.32	223.5	\$1,722	\$7.70	\$3.38
20068	4	MCKENZIE	\$2,916	423.4	\$6.89	419.4	\$4,312	\$10.28	\$3.39
12003	4	JOHN DAY	\$2,777	806.6	\$3.44	828.8	\$5,701	\$6.38	\$3.44
05047	4	VERNONIA	\$2,877	665.8	\$4.32	676.5	\$5,248	\$7.76	\$3.44
30005	4	ECHO	\$630	196.5	\$3.21	194.1	\$1,292	\$6.66	\$3.45
29UH3	4	NESTUCCA	\$777	181.6	\$4.28	202.9	\$1,569	\$7.73	\$3.45
22552	4	CENTRAL	\$3,434	847.0	\$4.05	868.9	\$6,538	\$7.52	\$3.47
28012	4	SOUTH SH	\$568	144.5	\$3.93	143.6	\$1,068	\$7.44	\$3.51
30029	4	ATHENA-W	\$2,424	533.1	\$4.55	536.7	\$4,342	\$8.09	\$3.54
10012	4	GLIDE	\$3,446	953.6	\$3.61	1,023.2	\$7,349	\$7.18	\$3.57
10032	4	YONCALLA	\$2,047	465.1	\$4.40	510.8	\$4,081	\$7.99	\$3.59
10022	4	NO DOUGL	\$2,632	633.6	\$4.15	662.3	\$5,130	\$7.75	\$3.59
12004	4	PRAIRIE	\$1,126	211.8	\$5.32	236.7	\$2,111	\$8.92	\$3.60
03092	4	RURAL DE	\$549	126.9	\$4.33	130.6	\$1,036	\$7.93	\$3.61
10001	4	OAKLAND	\$2,616	561.7	\$4.66	576.8	\$4,777	\$8.28	\$3.62
36030	4	WILLAMIN	\$3,763	963.5	\$3.91	976.2	\$7,398	\$7.58	\$3.67
11003	4	ARLINGTO	\$973	149.3	\$6.52	141.9	\$1,446	\$10.19	\$3.67
22089	4	CROWFOOT	\$1,963	599.0	\$3.28	618.4	\$4,343	\$7.02	\$3.75
24011	4	AUMSVILL	\$1,669	502.8	\$3.32	522.5	\$3,702	\$7.09	\$3.77
12006	4	MT VERNO	\$650	170.1	\$3.82	192.0	\$1,462	\$7.61	\$3.79
32012	4	WALLOWA	\$1,453	356.4	\$4.08	367.1	\$2,902	\$7.91	\$3.83
29008	4	BEAVER	\$581	154.2	\$3.77	158.0	\$1,203	\$7.61	\$3.85
10077	4	GLENDALE	\$1,667	509.4	\$3.27	571.2	\$4,082	\$7.15	\$3.87
24042	4	VICTOR P	\$541	140.3	\$3.86	137.1	\$1,072	\$7.82	\$3.96
04005	4	LEWIS &	\$896	320.9	\$2.79	582.4	\$3,939	\$6.76	\$3.97
03116	4	REDLAND	\$1,883	519.7	\$3.62	744.3	\$5,653	\$7.60	\$3.97
22033	4	HAMILTON	\$825	220.8	\$3.74	223.8	\$1,732	\$7.74	\$4.00
20UH1	4	SHERMAN	\$525	143.2	\$3.67	139.5	\$1,070	\$7.67	\$4.00
02007	4	ALSEA	\$1,164	190.8	\$6.10	196.1	\$1,982	\$10.11	\$4.01
02UH1	4	MONROE U	\$594	153.7	\$3.86	164.1	\$1,292	\$7.87	\$4.01
22046	4	HARRIS	\$308	30.0	\$10.27	23.3	\$333	\$14.29	\$4.03
10070	4	RIDDLE	\$2,164	536.1	\$4.04	567.8	\$4,601	\$8.10	\$4.07
04030	4	WARRENTO	\$2,536	781.2	\$3.25	692.6	\$5,068	\$7.32	\$4.07
36004	4	AMITY	\$2,228	538.0	\$4.14	578.6	\$4,755	\$8.22	\$4.08
36UH1	4	YAMH-CAR	\$1,082	362.2	\$2.99	375.9	\$2,658	\$7.07	\$4.08

DIST TY CODE PE	DIST NAME	ANTECEDEN GRANTS	ADM-82	PER 1982 ADM	RADM-83	ECIA FY 1983	PER RADM	GAIN/ LOSS
11025	4 CONDON	\$627	192.9	\$3.25	212.7	\$1,568	\$7.37	\$4.12
32006	4 JOSEPH	\$1,420	388.0	\$3.66	371.6	\$2,903	\$7.81	\$4.15
36011	4 CARLTON	\$835	275.5	\$3.03	286.3	\$2,061	\$7.20	\$4.17
22129	4 MILL CIT	\$1,542	574.3	\$2.69	590.5	\$4,070	\$6.89	\$4.21
33UH1	4 WASCO CT	\$419	134.5	\$3.12	142.2	\$1,045	\$7.35	\$4.23
26039	4 CORBETT	\$2,032	750.8	\$2.71	729.3	\$5,104	\$7.00	\$4.29
03013	4 WELCHES	\$865	323.4	\$2.67	327.3	\$2,287	\$6.99	\$4.31
24UH1	4 GERVAIS	\$1,621	263.0	\$6.16	298.2	\$3,130	\$10.50	\$4.33
24014	4 JEFFERSO	\$4,546	958.8	\$4.74	985.6	\$8,984	\$9.12	\$4.37
03026	4 DAMASCUS	\$2,396	819.0	\$2.93	833.4	\$6,089	\$7.31	\$4.38
34039	4 GRONER	\$733	246.4	\$2.97	253.4	\$1,864	\$7.36	\$4.38
22UH5	4 HARRISBU	\$602	208.3	\$2.89	361.8	\$2,635	\$7.28	\$4.39
34070	4 NORTH PL	\$1,118	287.2	\$3.89	299.4	\$2,497	\$8.34	\$4.45
34001	4 WEST UNI	\$1,426	521.2	\$2.74	536.9	\$3,862	\$7.19	\$4.46
24031	4 BROOKS	\$569	108.8	\$5.23	98.4	\$954	\$9.70	\$4.47
19014	4 SILVER L	\$2,346	175.7	\$13.35	248.5	\$4,433	\$17.84	\$4.49
08003	4 GOLD BEA	\$1,408	525.1	\$2.68	317.1	\$2,286	\$7.21	\$4.53
03107	4 COTTRELL	\$564	189.7	\$2.97	197.2	\$1,483	\$7.52	\$4.55
27057	4 FALLS CI	\$536	191.4	\$2.80	212.8	\$1,569	\$7.37	\$4.57
08UH1	4 GOLD BEA	\$925	275.0	\$3.36	516.5	\$4,105	\$7.95	\$4.58
03053	4 COLTON	\$2,406	859.9	\$2.80	891.5	\$6,631	\$7.44	\$4.64
09006	4 SISTERS	\$811	399.5	\$2.03	523.2	\$3,494	\$6.68	\$4.65
24142	4 MONITOR	\$513	162.3	\$3.16	185.7	\$1,459	\$7.86	\$4.70
29056	4 NEAH-KAH	\$3,455	819.2	\$4.22	845.6	\$7,555	\$8.93	\$4.72
08002	4 PT ORFOR	\$2,509	512.0	\$4.90	514.4	\$4,954	\$9.63	\$4.73
36008	4 DAYTON	\$3,394	738.5	\$4.60	775.0	\$7,253	\$9.36	\$4.76
34058	4 FARMINGT	\$618	224.4	\$2.75	243.4	\$1,848	\$7.59	\$4.84
13007	4 DIAMOND	\$333	15.7	\$21.21	15.2	\$399	\$26.25	\$5.04
23061	4 ADRIAN	\$1,596	334.1	\$4.78	332.9	\$3,345	\$10.05	\$5.27
27021	4 PERRYDAL	\$383	151.1	\$2.53	137.8	\$1,092	\$7.92	\$5.39
09015	4 BROTHERS	\$293	16.3	\$17.98	16.4	\$395	\$24.09	\$6.11
19011	4 PAISLEY	\$1,726	188.9	\$9.14	124.2	\$1,894	\$15.25	\$6.11
20090	4 BLACHLY	\$1,587	168.4	\$9.42	166.4	\$2,680	\$16.11	\$6.68
06031	4 POWERS	\$1,342	149.8	\$8.96	166.7	\$2,681	\$16.08	\$7.12
35021	4 FOSSIL	\$914	127.4	\$7.17	127.6	\$1,833	\$14.37	\$7.19
01016	4 HUNTINGT	\$1,111	143.9	\$7.72	164.2	\$2,486	\$15.14	\$7.42
13010	4 SUNTEX	\$171	6.1	\$28.03	4.5	\$167	\$37.11	\$9.08
13005	4 PINE CRE	\$288	14.1	\$20.43	8.3	\$246	\$29.64	\$9.21
13032	4 SOD HOUS	\$240	13.6	\$17.65	14.1	\$384	\$27.23	\$9.59
16041	4 BLACK BU	\$192	14.6	\$13.15	11.3	\$278	\$24.60	\$11.45
23003	4 JORDAN V	\$396	110.3	\$3.59	42.0	\$753	\$17.93	\$14.34
19018	4 PLUSH	\$70	3.1	\$22.58	3.9	\$232	\$59.49	\$36.91
13028	4 DOUBLE O	\$46	7.0	\$6.57	4.8	\$225	\$46.88	\$40.30
13016	4 FRENCH G	\$107	9.0	\$11.89	2.8	\$165	\$58.93	\$47.04
TOTAL=201		\$336,446	49,414.6			\$428,795	CHANGE	\$92,349
AVERAGE		\$6.81	LOW =	\$2.03		LOW =	\$5.74	(\$49.37)
			MEAN =	\$11.25		MEAN =	\$10.91	(\$.34)
			HIGH =	\$55.82		HIGH =	\$59.49	\$47.04

APPENDIX H

FEDERAL YEAR 1984 FEDERAL ECIA BLOCK GRANT
ALLOCATIONS TO OREGON SCHOOL DISTRICTS

NON
FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON.
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	TYP:	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT PUPILS	EST SCH \$	PRIV \$
01005	1	BAKER	\$17,963	2,300.5	27.0	2,327.5	\$7.72	\$208	
02017	1	PHILMATH	\$9,458	1,275.0	20.0	1,295.0	\$7.30	\$146	
02509	1	CORVALLIS	\$52,217	6,453.9	301.0	6,754.9	\$7.75	\$2,327	
03035	1	MOLALLA	\$7,923	982.3	38.0	1,020.3	\$7.77	\$295	
03046	1	SANDY	\$10,828	1,446.7		1,446.7	\$7.48	\$0	
03062	1	OREGON CITY	\$54,083	6,544.5	518.0	7,162.5	\$7.55	\$3,911	
03086	1	CANBY	\$14,462	1,889.6	69.0	1,958.6	\$7.38	\$509	
03108	1	ESTACADA	\$17,772	2,267.6	210.0	2,477.6	\$7.17	\$1,506	
03041	1	CANBY UHS	\$8,711	1,216.0		1,216.0	\$7.16	\$0	
03042	1	SANDY UHS	\$8,453	1,136.2	16.0	1,152.2	\$7.34	\$117	
03044	1	MOLALLA UHS	\$6,555	945.5		945.5	\$6.93	\$0	
04001	1	ASTORIA	\$13,159	1,429.7	259.0	1,688.7	\$7.79	\$2,018	
04010	1	SEASIDE	\$11,778	1,454.0		1,454.0	\$8.10	\$0	
05001	1	SCAPPOOSE	\$13,414	1,748.9	123.0	1,871.9	\$7.17	\$881	
05005	1	CLATSkanie	\$13,463	1,780.8		1,780.8	\$7.56	\$0	
05013	1	RAINIER	\$12,097	1,597.0		1,597.0	\$7.57	\$0	
05502	1	ST HELENS	\$17,193	2,354.9	40.0	2,394.9	\$7.18	\$267	
06008	1	COQUILLE	\$11,169	1,504.5	22.0	1,526.5	\$7.32	\$161	
06009	1	COOS BAY	\$33,190	4,421.9	20.0	4,441.9	\$7.47	\$149	
06013	1	NORTH BEND	\$22,874	3,053.9	197.0	3,250.9	\$7.04	\$1,386	
06041	1	MYRTLE POINT	\$9,446	1,087.7		1,087.7	\$8.68	\$0	
06054	1	BANDON	\$7,302	846.0	15.0	861.0	\$8.48	\$127	
07001	1	CROOK CTY	\$18,350	2,325.7	152.0	2,487.7	\$7.38	\$1,121	
08017	1	BROOKINGS/HAR	\$11,012	1,355.0	40.0	1,395.0	\$7.89	\$315	
09001	1	BEND	\$56,057	7,322.4	713.0	8,035.4	\$6.98	\$4,974	
09002	1	REDMUND	\$25,336	3,284.0	125.0	3,409.0	\$7.43	\$929	
10004	1	ROSEBURG	\$51,853	5,978.1	625.0	6,603.1	\$7.85	\$4,908	
10019	1	SOUTH UMPQUA	\$18,490	2,127.5	262.0	2,389.5	\$7.74	\$2,027	
10105	1	REEDSPORT	\$8,547	1,226.3		1,226.3	\$6.97	\$0	
10116	1	WINSTON-DILLA	\$13,192	1,768.5	56.0	1,824.5	\$7.23	\$405	
10130	1	SUTHERLIN	\$10,899	1,202.2	20.0	1,222.2	\$8.92	\$178	
13001	1	BURNS	\$2,360	333.9		333.9	\$6.67	\$0	
13042	1	BURNS	\$2,360	333.9		333.9	\$6.67	\$0	
14001	1	HOOD RIVER	\$23,356	2,789.1	318.0	3,107.1	\$7.52	\$2,390	
15004	1	PHOENIX	\$16,280	1,961.4	239.0	2,200.4	\$7.40	\$1,768	
15005	1	ASHLAND	\$21,698	2,731.3	74.0	2,805.3	\$7.73	\$572	
15006	1	CENTRAL POINT	\$31,530	3,964.9	65.0	4,029.9	\$7.82	\$509	
15009	1	EAGLE POINT	\$22,326	3,062.9		3,062.9	\$7.35	\$0	
15035	1	ROGUE RIVER	\$10,210	1,262.6	174.0	1,436.6	\$7.11	\$1,237	
15549	1	MEDFORD	\$78,887	9,178.9	1,145.0	10,323.9	\$7.64	\$8,749	
16509	1	MADRAS	\$19,143	2,180.2	42.0	2,222.2	\$8.61	\$362	
17007	1	GRANTS PASS	\$29,710	3,679.6	140.0	3,819.6	\$7.78	\$1,089	
17600	1	JOSEPHINE	\$46,608	6,243.8		6,243.8	\$7.46	\$0	
18001	1	KLAMATH FALLS	\$19,836	1,982.1	188.0	2,170.1	\$9.14	\$1,718	
18001	1	KLAMATH CU	\$50,258	6,825.5	14.0	6,839.5	\$7.35	\$103	
18042	1	KLAMATH UNIFI	\$17,415	1,888.7	80.0	1,968.7	\$8.85	\$708	
19007	1	LAKEVIEW	\$7,363	928.1		928.1	\$7.93	\$0	

30N
FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT PUPILS	EST PRIV SCH #
20001	1	PLEASANT HILL	\$10,379	1,323.3	156.0	1,479.3	\$7.02	\$1,095
20004	1	EUGENE	\$137,775	17,026.2	1,537.0	18,563.2	\$7.42	\$11,408
20019	1	SPRINGFIELD	\$71,981	8,993.9	206.0	9,199.9	\$7.82	\$1,012
20028	1	FERN RIDGE	\$12,691	1,762.8		1,762.8	\$7.20	\$0
20040	1	CRESWELL	\$7,931	1,015.2	36.0	1,049.2	\$7.56	\$272
20045	1	SOUTH LANE	\$25,039	2,912.9	225.0	3,138.9	\$7.98	\$1,800
20069	1	JUNCTION CITY	\$14,991	1,706.5	173.0	1,879.5	\$7.98	\$1,780
20097	1	SIUSLAW	\$9,899	1,367.6	6.0	1,373.6	\$7.21	\$40
21001	1	LINCOLN COUNT	\$42,545	5,091.0	131.0	5,242.0	\$8.12	\$1,226
22008	1	GREATER ALBAN	\$59,027	7,570.0	464.0	8,034.0	\$7.35	\$3,409
22016	1	LEBANON	\$12,153	1,493.9	23.0	1,516.9	\$8.01	\$184
22055	1	SWEET HOME	\$20,264	2,521.0		2,521.0	\$8.04	\$0
220H1	1	LEBANON UHS	\$10,786	1,384.3	146.0	1,530.3	\$7.05	\$1,029
23008	1	ONTARIO	\$20,546	2,452.8	106.0	2,558.8	\$8.03	\$851
23015	1	VALE	\$5,167	537.8		537.8	\$9.61	\$0
23026	1	NYSSA	\$9,389	1,037.3		1,037.3	\$9.05	\$0
230H3	1	VALE UH	\$3,062	354.1		354.1	\$8.65	\$0
24004	1	SILVERTON	\$8,442	874.9	141.0	1,015.9	\$8.31	\$1,172
24015	1	NORTH MARION	\$10,547	1,365.7		1,365.7	\$7.72	\$0
24024	1	SALEM	\$183,362	22,624.1	2,641.0	25,265.1	\$7.26	\$19,167
24077	1	STAYTON	\$7,349	703.8	294.0	997.8	\$7.37	\$2,165
24091	1	MT ANGEL	\$5,192	599.0	40.0	639.0	\$8.13	\$225
24103	1	WOODBURN	\$21,986	2,060.2	352.0	2,412.2	\$9.11	\$3,208
240H4	1	STAYTON UHS	\$5,111	519.8	180.0	699.8	\$7.30	\$1,315
240H5	1	CASCADE UHS	\$7,925	1,027.9		1,027.9	\$7.71	\$0
240H7	1	SILVERTON UHS	\$6,108	798.2	4.0	802.2	\$7.61	\$0
27002	1	DALLAS	\$19,826	2,514.4	148.0	2,662.4	\$7.45	\$1,102
27013	1	CENTRAL	\$19,697	2,132.7	29.0	2,161.7	\$9.11	\$264
29009	1	TILLAMOOK	\$16,411	1,926.0	72.0	1,998.0	\$8.21	\$591
30008	1	HERMISTON	\$22,991	3,171.0	86.0	3,257.0	\$7.06	\$607
30016	1	PENDLETON	\$26,437	3,353.3	99.0	3,454.3	\$7.70	\$762
30031	1	MILTON-FREEWA	\$6,089	784.5		784.5	\$7.76	\$0
300H5	1	MCCLOUGHLIN UH	\$3,808	466.0		466.0	\$8.17	\$0
31001	1	LAGRANDE	\$22,013	2,848.9	143.0	2,991.9	\$7.36	\$1,052
32021	1	ENTERPRISE	\$4,429	558.1	34.0	592.1	\$7.48	\$254
32012	1	THE DALLES	\$18,410	2,284.1	230.0	2,514.1	\$7.32	\$1,284
34007	1	HILLSBORO	\$26,494	3,249.2	328.0	3,577.2	\$7.41	\$2,429
34013	1	BANKS	\$9,539	1,062.7	112.0	1,174.7	\$8.12	\$909
34015	1	FOREST GROVE	\$29,308	3,735.0	186.0	3,921.0	\$7.47	\$1,390
34088	1	SHERWOOD	\$9,894	1,274.5		1,274.5	\$7.76	\$0
340H3	1	HILLSBORO UH	\$38,050	5,321.6		5,321.6	\$7.15	\$0
35029	1	NEWBERG	\$26,287	3,640.4	172.0	3,812.4	\$6.90	\$1,186
35040	1	MCMINNVILLE	\$25,038	3,501.6	204.0	3,705.6	\$7.14	\$1,457
35048	1	SHERIDAN	\$5,722	608.4	41.0	649.4	\$8.81	\$251
N=	91	TOTALS	\$2,046,876	253,160.3	15,113.0	270,273	\$9.61	\$110,840
		AVERAGE		\$7.58		LOW =	\$6.67	\$7.50
						MEAN =	\$7.70	
						HIGH =	\$9.61	

BON
FISCAL YEAR 1964 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

SUBURBAN SCHOOL DISTRICTS. N = 15

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1964	DISTRICT RADM-1964	PRIVATE PUPILS	PRIVATE+ RADM 64	PER TOT PUPILS	EST PRIV SCH \$
03003	:	WEST LINN	\$27,397	3,548.4	54.0	3,602.4	\$7.61	\$411
03007	:	LAKE OSWEGO	\$45,342	5,600.8	326.0	5,926.8	\$7.55	\$2,494
03012	:	NO CLACKAMAS	\$92,751	11,678.9	1,032.0	12,710.9	\$7.30	\$7,500
03115	:	GLASTONE	\$15,582	1,918.2	121.0	2,039.2	\$7.64	\$725
26052	:	BETHEL	\$26,476	3,430.9		3,430.9	\$7.72	\$0
26003	:	PARI ROSE	\$33,047	3,269.5	818.0	4,087.5	\$8.08	\$6,510
26004	:	GRESHAM	\$37,134	4,833.5	595.0	5,428.5	\$6.84	\$4,070
26007	:	REYNOLDS	\$50,020	6,323.7	165.0	6,488.7	\$7.71	\$1,272
26028	:	CENTENNIAL	\$36,224	4,792.5		4,792.5	\$7.56	\$0
26040	:	DAVID DOUGLAS	\$49,115	5,708.2	505.0	6,213.2	\$7.90	\$3,992
26051	:	RIVERDALE	\$1,714	275.5		275.5	\$6.22	\$0
26042	:	GRESHAM UHS	\$20,173	2,942.8		2,942.8	\$6.86	\$0
24023	:	TIGARD	\$45,656	6,092.9	481.0	6,573.9	\$6.95	\$3,341
24029	:	REEDVILLE	\$11,168	1,527.8	55.0	1,582.8	\$7.06	\$388
24048	:	BEAVERTON	\$162,192	19,870.7	3,086.0	22,956.7	\$7.07	\$21,800
							\$6.22	
N=	15	TOTALS	\$653,991	81,814.3	7,238.0	89,052.3		\$52,839
		AVERAGE		\$7.35		LOW =	\$6.22	\$7.30
						MEAN =	\$7.34	
						HIGH =	\$8.08	

80N
 FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

METROPOLITAN URBAN (PORTLAND) SCHOOL DISTRICTS. N = 1

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT ADM-1984	PRIVATE PUPILS	PRIVATE+ ADM 84	PER TOT PUPILS	EST SCH #	PRIV \$
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26001	C	PORTLAND	\$650,690	46,762.0	5,859.0	52,621	\$12.37		\$72,450

80N
FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT ADM-1984	PRIVATE PUPILS	PRIVATE+ ADM 84	PER TOT PUPILS	EST SCH \$	PRIV
01016	4	HUNTINGTON	\$2,426	151.7		151.7	\$15.99	\$0	
01030	4	BURNT RIVER	\$1,842	109.5		109.5	\$16.82	\$0	
01061	4	PINE EAGLE	\$3,542	415.1		415.1	\$8.53	\$0	
02007	4	ALSEA	\$2,096	191.8	25.0	216.8	\$9.67	\$242	
02023	4	BELL FOUNTAIN	\$308	75.9		75.9	\$6.69	\$0	
02024	4	IRISH BEND	\$308	41.0		41.0	\$7.51	\$0	
02025	4	MONROE	\$1,581	206.0		206.0	\$7.67	\$0	
02026	4	ALPINE	\$813	96.2		96.2	\$8.45	\$0	
02041	4	MONROE UHS	\$1,537	166.6		166.6	\$9.23	\$0	
03013	4	WELCHES	\$2,173	298.2		298.2	\$7.29	\$0	
03025	4	DICK EY PRAIRI	\$513	75.4		75.4	\$6.80	\$0	
03026	4	DAMASCUS UNIO	\$6,839	768.9	222.0	990.9	\$6.90	\$1,522	
03029	4	CARUS	\$3,534	455.5		455.5	\$7.76	\$0	
03032	4	CLARKES	\$2,055	225.5		225.5	\$9.11	\$0	
03044	4	BORING	\$4,967	464.0	189.0	653.0	\$7.61	\$1,438	
03045	4	BULLRUN	\$711	104.2		104.2	\$6.82	\$0	
03053	4	COLTON	\$6,994	889.4		889.4	\$7.86	\$0	
03067	4	BUTTE CREEK	\$1,658	241.1		241.1	\$6.88	\$0	
03080	4	SCHUEBEL	\$662	85.5		85.5	\$7.74	\$0	
03084	4	MULLINO	\$2,729	300.1		300.1	\$9.09	\$0	
03087	4	MAPLE GROVE	\$279	33.0		33.0	\$8.45	\$0	
03091	4	NINETY ONE	\$4,121	437.9	38.0	475.9	\$8.66	\$329	
03092	4	RURAL DELL	\$1,161	135.4		135.4	\$8.57	\$0	
03107	4	COTTRELL	\$1,446	178.0		178.0	\$8.12	\$0	
03116	4	REDLAND	\$5,526	684.4		684.4	\$8.07	\$0	
04005	4	LEWIS & CLARK	\$3,308	472.3		472.3	\$7.00	\$0	
04008	4	JEWELL	\$2,020	128.3		128.3	\$15.74	\$0	
04011	4	OLNEY	\$730	90.2		90.2	\$8.09	\$0	
04030	4	WARRENTON-HAM	\$5,531	733.4	14.0	747.4	\$7.40	\$104	
05047	4	VERNONIA	\$5,245	648.3		648.3	\$8.09	\$0	
05031	4	POWERS	\$2,424	135.8		135.8	\$17.85	\$0	
08002	4	PT ORFORD-LAN	\$5,260	484.8		484.8	\$10.85	\$0	
08003	4	GOLD BEACH	\$2,111	293.0		293.0	\$7.20	\$0	
08004	4	AGNESS	\$248	10.3		10.3	\$24.08	\$0	
08012	4	OPHIR	\$454	50.6		50.6	\$8.97	\$0	
08016	4	PISTOL RIVER	\$211	25.9		25.9	\$7.84	\$0	
08023	4	UPPER CHETCO	\$445	53.4		53.4	\$8.33	\$0	
08041	4	GOLD BEACH UH	\$3,684	467.3		467.3	\$7.88	\$0	
09006	4	SISTERS	\$3,633	569.7		569.7	\$6.38	\$0	
09015	4	BROTHERS	\$418	17.8		17.8	\$23.48	\$0	
10001	4	OAKLAND	\$4,808	555.8		555.8	\$8.65	\$0	
10012	4	GLIDE	\$7,381	930.3	37.0	967.3	\$7.63	\$282	
10015	4	DAYS CREEK	\$3,363	241.1	248.0	489.1	\$6.88	\$1,705	
10021	4	CAMAS VALLEY	\$1,486	182.2		182.2	\$8.16	\$0	
10022	4	NO DOUGLAS	\$5,102	594.7	4.0	598.7	\$8.52	\$34	
10032	4	YONCALLA	\$4,240	457.4	38.0	495.4	\$8.56	\$225	
10034	4	ELKTON	\$1,844	224.7		224.7	\$8.21	\$0	

SON
 FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT PUPILS	EST PRIV SCH *
10045	4	UMFLUA	\$641	103.9		103.9	\$6.17	\$0
10070	4	RIDDLE	\$4,417	309.1		309.1	\$8.68	\$0
10077	4	GLENDALE	\$4,033	335.6		335.6	\$7.53	\$0
10125	4	ASH VALLEY	\$224	34.9		34.9	\$6.42	\$0
11003	4	ARLINGTON	\$2,167	129.8		129.8	\$16.69	\$0
11011	4	OLEA	\$443	17.4		17.4	\$25.46	\$0
11025	4	CONDON	\$1,484	186.1		186.1	\$7.97	\$0
12003	4	JOHN DAY	\$5,455	758.6		758.6	\$7.19	\$0
12004	4	PRAIRIE CITY	\$2,395	260.5	13.0	273.5	\$8.76	\$114
12006	4	MT VERNON	\$1,370	174.8		174.8	\$7.84	\$0
12008	4	MONUMENT	\$1,644	98.7		98.7	\$16.65	\$0
12016	4	DAYVILLE	\$1,249	72.9		72.9	\$17.13	\$0
12017	4	LONG CREEK	\$2,224	120.8		120.8	\$18.41	\$0
12004	4	CRANE	\$636	70.0		70.0	\$9.37	\$0
12005	4	PINE CREEK	\$337	12.7		12.7	\$26.54	\$0
12007	4	DIAMOND	\$334	12.5		12.5	\$26.72	\$0
12010	4	SUNTEX	\$249	8.5		8.5	\$29.29	\$0
12013	4	DREWSEY	\$408	18.0		18.0	\$24.33	\$0
12016	4	FRENCH GLEN	\$265	8.0		8.0	\$33.12	\$0
12018	4	LAWEN	\$237	10.0		10.0	\$23.70	\$0
12028	4	DOUBLE O	\$155	3.5		3.5	\$44.29	\$0
12029	4	ANDREWS	\$278	10.0		10.0	\$27.80	\$0
12030	4	HINES	\$1,709	276.2		276.2	\$6.19	\$0
12032	4	SOD HOUSE	\$237	7.4		7.4	\$32.03	\$0
12033	4	FIELDS-TROUT	\$278	21.7		21.7	\$12.81	\$0
12041	4	CRANE UHS	\$1,455	95.8		95.8	\$15.19	\$0
12040	4	APPLEGATE 40	\$1,375	198.8		198.8	\$6.92	\$0
12059	4	PROSPECT	\$1,705	217.7		217.7	\$7.83	\$0
12091	4	BUTTE FALLS	\$1,800	255.8	3.0	258.8	\$6.96	\$21
12094	4	PINEHURST	\$389	13.0		13.0	\$29.93	\$0
12004	4	CULVER	\$2,673	283.4		283.4	\$9.44	\$0
12008	4	ASHWOOD	\$275	12.0		12.0	\$22.92	\$0
12041	4	BLACK BUTTE	\$445	21.0		21.0	\$21.19	\$0
12005	4	UNION	\$1,348	90.2		90.2	\$14.94	\$0
12011	4	PAISLEY	\$1,940	130.1		130.1	\$14.91	\$0
12014	4	SILVER LAKE	\$3,614	263.0		263.0	\$13.74	\$0
12018	4	PLUSH	\$295	9.3		9.3	\$31.72	\$0
12021	4	ADEL	\$538	26.3		26.3	\$20.46	\$0
20032	4	MAFLETON	\$3,871	427.9		427.9	\$9.05	\$0
20066	4	CROWN-APPLEG-L	\$3,738	408.9		408.9	\$9.14	\$0
20068	4	MCKENZIE	\$4,109	407.4		407.4	\$10.09	\$0
20071	4	LOWELL	\$3,708	448.1	3.0	451.1	\$8.22	\$25
20076	4	OAKRIDGE	\$6,737	893.5		893.5	\$7.54	\$0
20079	4	MAROLA	\$2,843	263.6	20.0	283.6	\$7.41	\$148
20090	4	BLACHLY	\$1,455	153.0		153.0	\$9.39	\$0
20041	4	SHERMAN UHS	\$1,082	143.2		143.2	\$7.56	\$0
22004	4	GRIGGS	\$348	21.9		21.9	\$15.89	\$0

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FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT PUPILS	EST SCH \$	PRIV \$
24126	4	NORTH SANTIAM	\$595	52.1		52.1	\$11.42	\$0	
24134	4	BUENA CREST	\$489	58.2		58.2	\$8.40	\$0	
24142	4	MONITOR	\$1,337	164.7		164.7	\$8.12	\$0	
24144	4	CLOVERDALE	\$517	71.7		71.7	\$7.21	\$0	
24540	4	CENTRAL HOWEL	\$540	75.7		75.7	\$7.13	\$0	
24UH1	4	GERVAIS UHS	\$2,377	262.0		262.0	\$9.84	\$0	
25001	4	MORROW	\$11,615	1,660.9		1,660.9	\$6.99	\$0	
25006	4	ORIENT	\$5,480	670.0	83.0	753.0	\$7.28	\$804	
25019	4	SHUVIES ISLAN	\$911	127.8		127.8	\$7.13	\$0	
26039	4	CORBETT	\$5,369	746.5		746.5	\$7.19	\$0	
26046	4	BONNEVILLE	\$462	24.9		24.9	\$18.55	\$0	
27021	4	PERKYDALE	\$1,112	136.9		136.9	\$8.12	\$0	
27037	4	FALLS CITY	\$1,516	187.6	23.0	210.6	\$7.20	\$166	
27062	4	VALSETZ	\$815	69.0		69.0	\$11.81	\$0	
28003	4	RUFUS	\$599	65.8		65.8	\$9.10	\$0	
28007	4	WASCO	\$653	79.6		79.6	\$8.20	\$0	
28012	4	SOUTH SHERMAN	\$1,089	144.5		144.5	\$7.54	\$0	
29008	4	BEAVER	\$1,262	163.1		163.1	\$7.74	\$0	
29013	4	HEBO	\$614	61.3		61.3	\$10.02	\$0	
29022	4	CLOVERDALE	\$1,832	173.5	52.0	225.5	\$8.12	\$422	
29026	4	NEAH-KAH-NIE	\$7,588	820.1		820.1	\$9.25	\$0	
29UH3	4	NESTUCCA UHS	\$1,540	193.1		193.1	\$7.98	\$0	
30001	4	HELIX	\$671	106.0		106.0	\$6.33	\$0	
30002	4	PILGT ROCK	\$4,163	490.7	11.0	501.7	\$8.30	\$91	
30005	4	ECHO	\$1,329	190.8		190.8	\$6.97	\$0	
30006	4	UMATILLA	\$6,763	935.6		935.6	\$7.23	\$0	
30010	4	FERDALE	\$3,372	290.0	195.0	485.0	\$6.95	\$1,350	
30013	4	UMAFINE	\$641	74.6		74.6	\$8.59	\$0	
30029	4	ATHENA-WESTON	\$4,609	548.5		548.5	\$8.40	\$0	
30061	4	STANFIELD	\$4,163	528.2		528.2	\$7.88	\$0	
30080	4	UKIAH	\$1,184	78.7		78.7	\$15.04	\$0	
31005	4	UNION	\$2,576	335.5		335.5	\$7.68	\$0	
31008	4	NORTH POWDER	\$3,749	146.2		146.2	\$25.64	\$0	
31011	4	IMBLER	\$2,576	335.5		335.5	\$7.68	\$0	
31015	4	COVE	\$2,026	265.1		265.1	\$7.64	\$0	
31023	4	ELGIN	\$4,496	625.0	12.0	637.0	\$7.06	\$85	
32006	4	JOSEPH	\$3,158	382.2	19.0	401.2	\$7.87	\$150	
32012	4	WALLOWA	\$2,704	347.8		347.8	\$7.77	\$0	
32034	4	TROY	\$250	8.9		8.9	\$28.09	\$0	
33009	4	CHENOWITH	\$7,113	885.7		885.7	\$8.03	\$0	
33014	4	PETERSBURG	\$885	123.1		123.1	\$7.19	\$0	
33029	4	DUFUR	\$1,661	211.3		211.3	\$7.86	\$0	
33040	4	TYGH VALLEY	\$563	74.0		74.0	\$7.61	\$0	
33042	4	WAMIC	\$521	71.0		71.0	\$7.34	\$0	
33050	4	ANTELOPE	\$479	22.2	40.0	62.2	\$7.70	\$208	
33084	4	HAUPIN	\$1,011	151.0		151.0	\$6.70	\$0	
33UH1	4	WASCO CTY UHS	\$925	141.8		141.8	\$6.52	\$0	

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FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYP	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT PUPILS	EST PRIV SCH \$
34001	4	WEST UNION	\$3,534	494.5		494.5	\$7.15	\$0
34039	4	GRONER	\$2,187	257.2		257.2	\$8.50	\$0
34058	4	FARMINGTON VI	\$1,690	216.4		216.4	\$7.81	\$0
34070	4	NORTH PLAINS	\$2,225	271.1		271.1	\$8.21	\$0
34511	4	GASTON	\$5,644	498.8	381.0	879.8	\$6.42	\$2,444
35001	4	SPRAY	\$1,051	71.4		71.4	\$14.72	\$0
35021	4	FOSSIL	\$1,804	129.5		129.5	\$13.93	\$0
35055	4	MITCHELL	\$1,243	81.9		81.9	\$15.18	\$0
36004	4	AMITY	\$4,578	508.8	40.0	548.8	\$8.34	\$24
36008	4	DAYTON	\$7,192	713.2		713.2	\$10.08	\$0
36011	4	CARLTON	\$2,337	266.4	20.0	286.4	\$8.16	\$165
36016	4	YAMHILL	\$3,889	503.3		503.3	\$7.73	\$0
36030	4	WILLAMINA	\$8,653	999.3	117.0	1,116.3	\$7.75	\$907
36041	4	YAMH-CARLT UH	\$2,595	350.4		350.4	\$7.41	\$0
N =	202	TOTALS	\$437,346	49,669.3	2,200.0	51,869.3		\$16,649
		AVERAGES		\$8.47			LOW = \$5.69	\$7.57
							MEAN = \$7.83	
							HIGH = \$44.29	

BON
FISCAL YEAR 1984 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

STATE INSTITUTIONS. N = 7. SUMMARY OF STATE TOTALS AND AVERAGES.

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1984	DISTRICT RADM-1984	PRIVATE PUPILS	PRIVATE+ RADM 84	PER TOT EST PUPILS	FRIV SCH *
37001	5	OSSB	\$303			53.0	\$5.72	
37002	5	OSSD	\$1,262			221.0	\$5.71	
37003	5	MACLAREN	\$2,507			429.0	\$5.71	
37004	5	HILLCREST	\$828			145.0	\$5.71	
37006	5	FAIRVIEW	\$1,394			244.0	\$5.71	
37007	5	HOSPITAL SCHO	\$343			50.0	\$5.72	
37008	5	WYNNE WATTS	\$220			38.5	\$5.71	
N =	7	TOTALS	\$6,857			1,200.5		
		AVERAGES	\$5.71				\$5.71	

SUMMARY: STATE TOTALS AND AVERAGES.

N=	316							
TOTAL		\$3,795,760	434,606.4	30,410.0	465,016.4		\$255.777	
		AVERAGE	\$8.15			LOW =	\$5.69	\$8.41
						MEAN =	\$9.77	
						HIGH =	\$44.29	

APPENDIX I

FEDERAL YEAR 1985 FEDERAL ECIA BLOCK GRANT
ALLOCATIONS TO OREGON SCHOOL DISTRICTS

30N
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST FRIV SCH \$
01005	1	BAKER	\$17,309	2,192.7	71.0	2,263.7	\$7.65	\$545
02017	1	PHILOMATH	\$9,534	1,303.9	19.0	1,322.9	\$7.21	\$137
02309	1	CORVALLIS	\$49,786	6,367.5	355.0	6,722.5	\$7.41	\$2,529
03005	1	MLALLA	\$8,115	1,020.1		1,020.1	\$7.96	\$0
03046	1	SANDY	\$10,873	1,507.0		1,507.0	\$7.21	\$0
03062	1	OREGON CITY	\$50,559	6,619.5	546.0	7,165.5	\$7.06	\$3,853
03066	1	CANBY	\$14,446	1,824.0	66.0	1,890.0	\$7.64	\$504
03108	1	ESTACADA	\$17,791	2,254.5	160.0	2,414.5	\$7.37	\$1,179
03UH1	1	CANBY UHS	\$8,866	1,253.2		1,253.2	\$7.07	\$0
03UH2	1	SANDY UHS	\$7,953	1,089.1	25.0	1,114.1	\$7.14	\$178
03UH4	1	MLALLA UHS	\$7,032	968.8		968.8	\$7.26	\$0
04001	1	ASTORIA	\$11,898	1,423.6	159.0	1,582.6	\$7.52	\$1,195
04010	1	SEASIDE	\$12,187	1,511.9	22.0	1,533.9	\$7.95	\$175
05001	1	SCAPPOOSE	\$12,573	1,762.9	73.0	1,835.9	\$6.85	\$500
05005	1	CLATSKANIE	\$12,443	1,705.9		1,705.9	\$7.29	\$0
05013	1	RAINIER	\$11,468	1,536.6		1,536.6	\$7.46	\$0
05502	1	ST HELENS	\$16,621	2,341.5		2,341.5	\$7.10	\$0
06000	1	COQUILLE	\$10,301	1,424.9	35.0	1,469.9	\$7.01	\$245
06009	1	COOS BAY	\$33,446	4,396.1	31.0	4,427.1	\$7.55	\$234
06015	1	NORTH BEND	\$23,069	3,082.7	188.0	3,270.7	\$7.05	\$1,326
06041	1	MYRTLE POINT	\$8,930	1,082.4		1,082.4	\$8.25	\$0
06054	1	BANDON	\$6,531	815.9	15.0	830.9	\$7.86	\$118
0701	1	CROOK CTY	\$19,867	2,433.4	45.0	2,478.4	\$8.02	\$761
08017	1	BROOKINGS/HAR	\$11,178	1,333.9	14.0	1,347.9	\$8.29	\$116
09001	1	BEND	\$60,083	7,525.9	413.0	7,938.9	\$7.57	\$3,126
09002	1	REDMOND	\$27,373	3,314.5	62.0	3,376.5	\$8.11	\$503
10004	1	ROSEBURG	\$50,113	5,981.1	566.0	6,547.1	\$7.65	\$4,332
10019	1	SOUTH UMPQUA	\$17,780	2,144.2	173.0	2,317.2	\$7.67	\$1,327
10105	1	REEDSPORT	\$9,173	1,285.1	26.0	1,311.1	\$7.00	\$182
10116	1	WINSTON-DILLA	\$13,917	1,809.2	56.0	1,865.2	\$7.46	\$418
10130	1	SUTHERLIN	\$9,985	1,257.9	48.0	1,305.9	\$7.63	\$367
13001	1	BURNS	\$3,931	537.2	2.0	539.2	\$7.29	\$15
13UH2	1	BURNS UHS	\$2,448	360.7		360.7	\$6.79	\$0
14001	1	HOOD RIVER	\$24,535	2,813.0	413.0	3,226.0	\$7.61	\$3,141
15004	1	PHOENIX	\$16,753	2,000.8	208.0	2,208.8	\$7.58	\$1,578
15005	1	ASHLAND	\$23,822	2,803.9	62.0	2,865.9	\$8.31	\$515
15006	1	CENTRAL POINT	\$31,509	3,989.2	60.0	4,049.2	\$7.78	\$467
15009	1	EAGLE POINT	\$24,588	3,193.6		3,193.6	\$7.70	\$0
15035	1	ROGUE RIVER	\$9,877	1,199.0	119.0	1,318.0	\$7.49	\$892
15349	1	HEDFORD	\$78,498	9,093.7	752.0	9,845.7	\$7.97	\$5,996
16509	1	MADRAS	\$18,119	2,175.6	14.0	2,189.6	\$8.28	\$116
17007	1	GRANTS PASS	\$31,311	3,737.2	133.0	3,870.2	\$8.09	\$1,076
17600	1	JOSEPHINE	\$51,893	6,168.0	209.0	6,377.0	\$8.14	\$1,701
18001	1	KLAMATH FALLS	\$20,058	1,919.6	110.0	2,029.6	\$9.88	\$1,087
18CU	1	KLAMATH CU	\$50,304	6,746.5	180.0	6,926.5	\$7.26	\$1,507
18UH	1	KLAMATH UNIFI	\$17,195	1,892.8	135.0	2,027.8	\$8.48	\$1,145
19007	1	LAKEVIEW	\$7,685	958.7		958.7	\$8.02	\$0
20001	1	PLEASANT HILL	\$10,814	1,273.8	133.0	1,406.8	\$7.69	\$1,022
20004	1	EUGENE	\$133,509	16,864.7	1,565.0	18,429.7	\$7.35	\$11,507

FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

POPULATION CENTER SCHOOL DISTRICTS. N = 91

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH #
20019	1	SPRINGFIELD	\$79,727	9,214.4	77.0	9,291.4	\$8.58	\$661
20028	1	FERN RIDGE	\$14,089	1,724.8	75.0	1,799.8	\$7.85	\$587
20040	1	CRESWELL	\$8,140	1,019.6	45.0	1,064.6	\$7.65	\$744
20045	1	SOUTH LANE	\$24,320	2,853.9	226.0	3,079.9	\$7.90	\$1,785
20069	1	JUNCTION CITY	\$15,302	1,670.2	249.0	1,919.2	\$7.97	\$1,985
20077	1	SIUSLAW	\$11,486	1,405.3	31.0	1,436.3	\$8.00	\$248
2100	1	LINCOLN COUNT	\$42,114	5,022.7	189.0	5,211.7	\$8.08	\$1,527
22008	1*	GREATER ALBAN	\$61,700	7,596.3	445.0	8,041.3	\$7.67	\$3,414
22016	1	LEBANON	\$13,191	1,506.1	131.0	1,637.1	\$8.06	\$1,050
22055	1	SWEET HOME	\$20,448	2,580.6		2,580.6	\$8.59	\$0
220H1	1	LEBANON UHS	\$10,576	1,325.9	57.0	1,382.9	\$7.65	\$456
23008	1	ONTARIO	\$21,179	2,437.0	127.0	2,564.0	\$8.26	\$1,049
23015	1	VALE	\$4,412	504.4		504.4	\$8.75	\$0
23026	1	NYSSA	\$10,783	1,071.8		1,071.8	\$10.06	\$0
230H3	1	VALE UH	\$2,753	339.8		339.8	\$8.10	\$0
24004	1	SILVERTON	\$5,840	784.3	50.0	834.3	\$7.00	\$350
24015	1	NORTH MARION	\$9,686	1,365.3		1,365.3	\$7.09	\$0
24024	1	SALEM	\$191,379	22,766.6	2,567.0	25,333.6	\$7.55	\$19,392
24077	1	STAYTON	\$7,008	719.0	294.0	1,013.0	\$6.92	\$2,054
24091	1	MT ANGEL	\$5,577	614.2		614.2	\$9.08	\$0
24103	1	WOODBURN	\$20,967	2,130.6	312.0	2,442.6	\$8.58	\$2,678
240H4	1	STAYTON UHS	\$5,258	535.4	197.0	732.4	\$7.15	\$1,409
240H5	1	CASCADE UHS	\$7,339	991.3		991.3	\$7.40	\$0
240H7	1	SILVERTON UHS	\$8,062	996.1	98.0	1,094.1	\$7.37	\$722
27002	1	DALLAS	\$21,315	2,477.2	148.0	2,625.2	\$8.12	\$1,202
27013	1	CENTRAL	\$20,047	2,108.1	19.0	2,127.1	\$9.42	\$179
29009	1	TILLAMOOK	\$16,543	1,940.2	122.0	2,062.2	\$8.02	\$979
30008	1	HERMISTON	\$26,045	3,211.6	134.0	3,345.6	\$7.78	\$1,045
30016	1	PENDLETON	\$26,632	3,303.7	124.0	3,427.7	\$7.77	\$965
30031	1	MILTON-FREEWA	\$5,870	815.4		815.4	\$7.20	\$0
300H5	1	MCLOUGHLIN UH	\$3,468	508.3		508.3	\$6.82	\$0
31001	1	LAGRANDE	\$22,735	2,968.3	43.0	3,011.3	\$7.55	\$325
32021	1	ENTERPRISE	\$4,177	560.7	13.0	573.7	\$7.28	\$95
33012	1	THE DALLES	\$18,363	2,279.2	150.0	2,429.2	\$7.56	\$1,134
34007	1	HILLSBORO	\$27,082	3,232.5	268.0	3,500.5	\$7.74	\$2,075
34013	1	BANKS	\$8,156	979.9	121.0	1,100.9	\$7.41	\$696
34015	1	FOREST GROVE	\$28,321	3,804.4	177.0	3,981.4	\$7.11	\$1,259
34088	1	SHERWOOD	\$9,363	1,283.2		1,283.2	\$7.30	\$0
340H3	1	HILLSBORO UH	\$40,123	5,390.7		5,390.7	\$7.44	\$0
36029	1	NEWBERG	\$27,090	3,559.1	140.0	3,699.1	\$7.32	\$1,025
36040	1	MCMINNVILLE	\$25,922	3,279.2	256.0	3,535.2	\$7.35	\$1,877
36048	1	SHERIDAN	\$4,918	603.8	63.0	666.8	\$7.35	\$478
N =	91	TOTAL	\$2,077,533	255,589.0	14,215.0	269,802.0		\$108,518
		AVERAGE		\$7.70			LOW = \$6.79	\$7.62
							MEAN = \$7.71	
							HIGH = \$10.06	

30N
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

SUBURBAN SCHOOL DISTRICTS. N = 15

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
03003	2	WEST LINN	\$27,486	3,584.2	59.0	3,543.2	\$7.54	\$445
03007	2	LAKE OSWEGO	\$44,629	5,419.6	316.0	5,735.6	\$7.78	\$2,459
03012	2	NO CLACKAMAS	\$96,011	11,412.9	1,305.0	12,717.9	\$7.55	\$9,852
03115	2	GLADSTONE	\$17,694	1,900.1	147.0	2,047.1	\$7.18	\$1,055
20052	2	BETHEL	\$26,469	3,354.3	0.0	3,354.3	\$7.89	\$0
26003	2	PARTRIDGE	\$20,362	3,112.4	708.0	3,820.4	\$7.95	\$5,627
26004	2	GRESHAM	\$37,646	4,701.1	85.0	4,786.1	\$7.87	\$669
26007	2	REYNOLDS	\$49,912	6,265.3		6,265.3	\$7.97	\$0
26028	2	CENTENNIAL	\$36,457	4,740.6		4,740.6	\$7.69	\$0
26040	2	DAVID DOUGLAS	\$49,396	5,718.0	506.0	6,224.0	\$7.94	\$4,016
26051	2	RIVERDALE	\$2,074	277.0		277.0	\$7.49	\$0
260H2	2	GRESHAM UHS	\$20,942	3,057.4	21.0	3,078.4	\$6.80	\$143
34023	2	TIGARD	\$47,441	6,163.4	309.0	6,472.4	\$7.33	\$2,265
34029	2	REEDVILLE	\$12,072	1,545.2	60.0	1,605.2	\$7.52	\$451
34048	2	BEAVERTON	\$163,867	19,750.8	2,660.0	22,410.8	\$7.31	\$19,450
N =	15	TOTAL AVERAGE	\$659,458	81,002.3	6,176.0	87,178.3		\$46,431
				\$7.57			LOW = \$6.80	\$7.52
							MEAN = \$7.59	
							HIGH = \$7.97	

60N
 FISCAL YEAR 1985 ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

METROPOLITAN URBAN (PORTLAND) SCHOOL DISTRICTS. N = 1

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT ADM-1985	PRIVATE PUPILS	PRIVATE+ ADM 85	PER PUPIL	EST PRIV SCH \$
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26001	3	PORTLAND	\$624,853	46,527.0	5,935.0	52,462.0	\$11.91	\$70,689

30N
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
01016	4	HUNTINGTON	\$2,235	145.1		145.1	\$15.40	\$0
01030	4	BURNT RIVER	\$1,468	107.2		107.2	\$13.69	\$0
01051	4	PINE EAGLE	\$4,355	399.3		399.3	\$10.91	\$0
02007	4	ALSEA	\$1,826	195.7	14.0	209.7	\$8.71	\$122
02023	4	BELLFOUNTAIN	\$566	72.8		72.8	\$7.77	\$0
02024	4	IRISH BEND	\$455	41.4		41.4	\$10.99	\$0
02025	4	MONROE	\$1,507	187.9		187.9	\$8.02	\$0
02026	4	ALPINE	\$735	86.1		86.1	\$8.54	\$0
02041	4	MONROE UHS	\$1,570	75.4		75.4	\$21.39	\$0
03013	4	WELCHES	\$2,360	309.1		309.1	\$7.64	\$0
03025	4	DICKEY PRAIRI	\$640	77.6		77.6	\$8.25	\$0
03026	4	DAMASCUS UNIO	\$6,044	728.5	203.0	931.5	\$6.49	\$1,317
03029	4	CARUS	\$3,307	445.5		445.5	\$7.42	\$0
03032	4	CLARKES	\$1,548	219.2		219.2	\$7.06	\$0
03044	4	BORING	\$4,390	514.5	103.0	617.5	\$7.11	\$732
03045	4	BULLRUN	\$858	115.5		115.5	\$7.43	\$0
03053	4	COLTON	\$6,987	887.3		887.3	\$7.87	\$0
03067	4	BUTTE CREEK	\$1,903	231.2		231.2	\$8.23	\$0
03080	4	SCHUEBEL	\$690	92.9		92.9	\$7.43	\$0
03084	4	MULINO	\$2,128	287.7		287.7	\$7.40	\$0
03087	4	MAPLE GROVE	\$291	26.3		26.3	\$11.06	\$0
03091	4	NINETY ONE	\$3,922	431.6	28.0	459.6	\$8.53	\$239
03092	4	RURAL DELL	\$4,896	117.3	15.0	132.3	\$37.01	\$555
03107	4	COTTRELL	\$1,323	174.8		174.8	\$7.57	\$0
03116	4	REDLAND	\$4,896	685.2		685.2	\$7.15	\$0
04005	4	LEWIS & CLARK	\$4,140	448.4	29.0	477.4	\$8.67	\$251
04008	4	JEWELL	\$2,159	127.9		127.9	\$16.88	\$0
04011	4	OLNEY	\$1,159	89.8		89.8	\$12.91	\$0
04030	4	WARRENTON-HAM	\$5,420	727.3	22.0	749.3	\$7.23	\$159
05047	4	VERNONIA	\$5,212	642.1	16.0	658.1	\$7.92	\$127
06031	4	POWERS	\$2,560	126.7		126.7	\$18.65	\$0
08002	4	PT ORFORD-LAN	\$4,804	481.2		481.2	\$9.98	\$0
08003	4	GOLD BEACH	\$2,128	283.7		283.7	\$7.50	\$0
08004	4	AGNESS	\$195	10.0		10.0	\$19.50	\$0
08012	4	OPHIR	\$929	54.0		54.0	\$17.20	\$0
08016	4	PISTOL RIVER	\$520	31.3		31.3	\$16.61	\$0
08023	4	UPPER CHETCO	\$550	52.5		52.5	\$10.48	\$0
08041	4	GOLD BEACH UH	\$3,544	449.4		449.4	\$7.89	\$0
09006	4	SISTERS	\$3,994	606.3		606.3	\$6.59	\$0
09015	4	BROTHERS	\$324	8.3		8.3	\$39.04	\$0
10001	4	OAKLAND	\$4,437	567.8		567.8	\$7.81	\$0
10012	4	GLIDE	\$7,545	957.2		957.2	\$7.88	\$0
10015	4	DAYS CREEK	\$4,226	252.7	245.0	497.7	\$8.49	\$2,080
10021	4	CAMAS VALLEY	\$2,073	184.1		184.1	\$11.26	\$0
10022	4	NO DOUGLAS	\$4,758	591.4	8.0	599.4	\$7.94	\$64
10032	4	YONCALLA	\$4,353	449.1	38.0	487.1	\$8.90	\$338
10034	4	ELKTON	\$1,783	233.2		233.2	\$7.65	\$0

BON
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
10045	4	UMPOUA	\$897	98.0		98.0	\$9.15	\$0
10070	4	RIDDLE	\$4,395	543.2		543.2	\$8.09	\$0
10077	4	GLENDALE	\$4,549	560.4		560.4	\$8.12	\$0
10125	4	ASH VALLEY	\$405	23.7		23.7	\$18.55	\$0
11003	4	ARLINGTON	\$1,918	115.6		115.6	\$16.59	\$0
11011	4	OLEX	\$385	16.9		16.9	\$22.78	\$0
11025	4	CONDON	\$1,858	184.4		184.4	\$10.08	\$0
12003	4	JOHN DAY	\$5,910	727.0		727.0	\$8.12	\$0
12004	4	PRAIRIE CITY	\$2,074	262.2		262.2	\$7.91	\$0
12006	4	MT VERNON	\$1,547	193.5		193.5	\$7.99	\$0
12008	4	MONUMENT	\$1,606	99.1		99.1	\$16.21	\$0
12016	4	DAYVILLE	\$1,209	77.0		77.0	\$15.70	\$0
12017	4	LONG CREEK	\$2,006	126.9		126.9	\$15.81	\$0
13004	4	CRANE	\$1,163	71.8		71.8	\$16.20	\$0
13005	4	PINE CREEK	\$341	12.0		12.0	\$28.42	\$0
13007	4	DIAMOND	\$265	7.4		7.4	\$35.81	\$0
13010	4	SUNTEX	\$321	11.6		11.6	\$27.67	\$0
13013	4	DREWSEY	\$465	20.0		20.0	\$23.25	\$0
13016	4	FRENCH GLEN	\$202	7.0		7.0	\$28.86	\$0
13018	4	LAWEN	\$293	8.3		8.3	\$35.50	\$0
13028	4	DOUBLE O	\$186	4.8		4.8	\$38.75	\$0
13029	4	ANDREWS	\$325	12.0		12.0	\$27.08	\$0
13030	4	HINES	\$1,913	291.9		291.9	\$6.55	\$0
13032	4	SOD HOUSE	\$236	8.0		8.0	\$29.50	\$0
13033	4	FIELDS-TROUT	\$429	14.5		14.5	\$29.59	\$0
13041	4	CRANE UHS	\$1,380	92.0		92.0	\$15.00	\$0
13040	4	APPLEGATE 40	\$1,660	188.9		188.9	\$8.79	\$0
13059	4	PROSPECT	\$2,169	227.7		227.7	\$9.53	\$0
13091	4	BUTTE FALLS	\$2,334	241.6		241.6	\$9.66	\$0
13094	4	PINEHURST	\$413	15.9		15.9	\$25.97	\$0
13004	4	CULVER	\$1,986	263.0		263.0	\$7.55	\$0
13008	4	ASHWOOD	\$352	16.1		16.1	\$21.86	\$0
13041	4	BLACK BUTTE	\$260	29.1		29.1	\$8.93	\$0
19005	4	UNION	\$1,084	82.2		82.2	\$13.19	\$0
19011	4	PAISLEY	\$2,070	129.9	4.0	133.9	\$15.46	\$62
19014	4	SILVER LAKE	\$4,250	260.2		260.2	\$16.53	\$0
19018	4	PLUSH	\$232	8.4		8.4	\$27.62	\$0
19021	4	ADEL	\$328	30.2		30.2	\$10.86	\$0
20032	4	MAPLETON	\$3,467	398.1		398.1	\$8.71	\$0
20066	4	CROW-APPLEG-L	\$3,146	410.7		410.7	\$7.66	\$0
20068	4	MCKENZIE	\$3,112	398.1		398.1	\$7.82	\$0
20071	4	LOWELL	\$3,974	435.1		435.1	\$9.13	\$0
20076	4	DAKRIDGE	\$7,167	863.6	32.0	895.6	\$8.00	\$256
20079	4	MARCOLA	\$2,658	369.0		369.0	\$7.20	\$0
20090	4	BLACHLY	\$1,824	159.7		159.7	\$11.42	\$0
22004	4	GRIGGS	\$427	20.8		20.8	\$20.53	\$0
22013	4	SODAVILLE	\$701	72.0		72.0	\$9.74	\$0

SON
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
22029	4	MARI-LINN	\$1,655	226.4	18.0	244.4	\$6.77	\$122
22030	4	SANDRIDGE	\$330	42.5		42.5	\$7.75	\$0
22033	4	HAMILTON CREE	\$1,862	212.0		212.0	\$8.78	\$0
22042	4	HARRISBURG	\$1,495	201.9		201.9	\$7.40	\$0
22045	4	HARRIS	\$338	17.5		17.5	\$19.31	\$0
22063	4	WYAIT	\$414	54.4		54.4	\$7.61	\$0
22073	4	LACOMB	\$1,857	243.3		243.3	\$7.63	\$0
22078	4	DENNY	\$380	20.0		20.0	\$19.00	\$0
22081	4	GORE	\$429	59.8		59.8	\$7.17	\$0
22089	4	CROWFOOT	\$4,208	575.1		575.1	\$7.32	\$0
22095	4	SCIO	\$5,088	613.9	20.0	633.9	\$8.03	\$161
22102	4	TENNESSEE	\$690	105.1		105.1	\$6.57	\$0
22124	4	LOURDES	\$161	26.6		26.6	\$6.05	\$0
22129	4	MILL CITY-GAT	\$3,868	544.3		544.3	\$7.11	\$0
22552	4	CENTRAL LINN	\$6,635	793.3	66.0	859.3	\$7.72	\$510
22UH5	4	HARRISBURG UH	\$2,496	338.2		338.2	\$7.38	\$0
23001	4	BROGAN	\$220	12.4		12.4	\$17.74	\$0
23003	4	JORDAN VALLEY	\$816	55.8		55.8	\$14.62	\$0
23012	4	JUNTURA	\$409	29.4		29.4	\$13.91	\$0
23029	4	ANNEX	\$956	111.1		111.1	\$8.60	\$0
23042	4	WILLOWCREEK	\$613	90.4		90.4	\$6.78	\$0
23051	4	MCDERMITT	\$284	19.0		19.0	\$14.95	\$0
23061	4	ADRIAN	\$3,303	313.2		313.2	\$10.55	\$0
23066	4	HARFER	\$1,161	75.4		75.4	\$15.40	\$0
23081	4	AROCK	\$552	42.2		42.2	\$12.08	\$0
23UH1	4	JORDAN VALLEY	\$908	117.5		117.5	\$7.73	\$0
24007	4	SUBLIMITY	\$1,435	176.8		176.8	\$8.12	\$0
24010	4	EVERGREEN	\$415	62.6		62.6	\$6.63	\$0
24011	4	AUMSVILLE	\$3,404	458.3		458.3	\$7.43	\$0
24013	4	PIGNEER	\$313	32.8		32.8	\$9.54	\$0
24014	4	JEFFERSON	\$7,912	958.0		958.0	\$8.26	\$0
24020	4	MARION	\$567	78.4		78.4	\$7.23	\$0
24031	4	BROOKS	\$811	103.3		103.3	\$7.85	\$0
24042	4	VICTOR POINT	\$977	133.5		133.5	\$7.32	\$0
24045	4	ST. PAUL	\$1,838	136.1	108.0	244.1	\$7.53	\$813
24050	4	PRATUM	\$244	42.4		42.4	\$5.75	\$0
24051	4	NORTH HOWELL	\$294	31.0		31.0	\$9.48	\$0
24060	4	ELDRIDGE	\$699	62.4		62.4	\$11.20	\$0
24061	4	WEST STAYTON	\$518	59.1		59.1	\$8.76	\$0
24063	4	BETHANY	\$607	79.9		79.9	\$7.60	\$0
24073	4	SCOTTS MILLS	\$1,118	152.5		152.5	\$7.33	\$0
24076	4	GERVAIS	\$2,638	338.9	89.0	427.9	\$8.05	\$716
24079	4	TURNER	\$1,324	177.5		177.5	\$7.46	\$0
24082	4	PARKERSVILLE	\$635	44.5		44.5	\$14.27	\$0
24093	4	SILVER CREST	\$842	95.2		95.2	\$8.84	\$0
24123	4	DETFOIT	\$2,220	136.0	12.0	148.0	\$15.00	\$180
24126	4	NORTH SANTIAM	\$417	54.9		54.9	\$7.60	\$0

BON
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
24134	4	BUENA CREST	\$345	47.8		47.8	\$7.23	\$0
24142	4	MONITOR	\$1,096	136.7		136.7	\$8.02	\$0
24144	4	CLOVERDALE	\$514	75.8		75.8	\$6.78	\$0
24340	4	CENTRAL HOWEL	\$634	71.2	4.0	75.2	\$8.43	\$74
24041	4	GERVAIS UHS	\$2,178	274.9		274.9	\$7.92	\$0
25001	4	MORROW	\$13,154	1,663.2	56.0	1,719.2	\$7.65	\$428
25006	4	ORIENT	\$4,918	625.5	85.0	710.5	\$6.92	\$588
26019	4	SAUVIES ISLAN	\$870	110.8		110.8	\$7.85	\$0
26039	4	CORBETT	\$5,891	745.2		745.2	\$7.91	\$0
26046	4	BONNEVILLE	\$377	33.3		33.3	\$11.32	\$0
27021	4	PERRYDALE	\$1,143	144.8		144.8	\$7.89	\$0
27057	4	FALLS CITY	\$1,550	182.4	21.0	203.4	\$7.62	\$160
27062	4	VALSETZ	\$981	60.3		60.3	\$16.27	\$0
28003	4	RUFUS	\$437	54.5		54.5	\$8.02	\$0
28007	4	WASCO	\$658	86.1		86.1	\$7.64	\$0
28012	4	SOUTH SHERMAN	\$1,263	136.1		136.1	\$9.28	\$0
29041	4	SHERMAN UHS	\$1,109	138.9		138.9	\$7.98	\$0
29008	4	BEAVER	\$1,271	159.0		159.0	\$7.99	\$0
29013	4	HEBO	\$606	67.6		67.6	\$8.95	\$0
29022	4	CLOVERDALE	\$1,818	164.8	65.0	229.8	\$7.91	\$514
29056	4	NEAH-KAH-NIE	\$7,058	811.5		811.5	\$8.67	\$0
29043	4	NESTUCCA UHS	\$1,629	202.3		202.3	\$8.05	\$0
30001	4	HELIX	\$709	100.3		100.3	\$7.07	\$0
30002	4	PILUT ROCK	\$3,515	477.3	11.0	488.3	\$7.20	\$79
30005	4	ECHU	\$1,309	184.4		184.4	\$7.10	\$0
30006	4	UMAFILLA	\$7,106	988.5		988.5	\$7.19	\$0
30010	4	FERNDALE	\$3,174	286.0	190.0	476.0	\$6.67	\$1,257
30013	4	UMAPINE	\$545	66.5		66.5	\$8.20	\$0
30029	4	ATHEANA-WESTON	\$4,013	557.4		557.4	\$7.20	\$0
30061	4	STANFIELD	\$3,556	503.4		503.4	\$7.06	\$0
30080	4	UKIAH	\$988	66.5		66.5	\$14.86	\$0
31005	4	UNION	\$4,268	484.0		484.0	\$8.82	\$0
31008	4	NORTH POWDER	\$2,348	131.2		131.2	\$17.90	\$0
31011	4	IMBLER	\$2,635	356.9		356.9	\$7.38	\$0
31015	4	COVE	\$2,107	246.5		246.5	\$8.55	\$0
31023	4	ELGIN	\$4,774	604.9	8.0	612.9	\$7.79	\$62
32006	4	JOSEPH	\$2,875	383.9		383.9	\$7.49	\$0
32012	4	WALLOWA	\$2,533	349.9		349.9	\$7.24	\$0
32054	4	TROY	\$221	6.6		6.6	\$33.48	\$0
33009	4	CHENOWITH	\$7,430	912.9	35.0	947.9	\$8.05	\$282
33014	4	PETERSBURG	\$822	117.3		117.3	\$7.01	\$0
33029	4	DUFUR	\$1,977	191.6		191.6	\$10.32	\$0
33040	4	TYGH VALLEY	\$540	77.7		77.7	\$6.95	\$0
33042	4	WARIC	\$518	71.1		71.1	\$7.29	\$0
33050	4	ANTELOPE	\$572	59.4	40.0	99.4	\$5.75	\$230
33084	4	MAUPIN	\$1,042	139.4		139.4	\$7.47	\$0
33041	4	WASCO CTY UHS	\$1,050	152.8		152.8	\$6.87	\$0

80N
FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
SCHOOL DISTRICTS.

RURAL SMALL TOWN SCHOOL DISTRICTS. N = 202

DIST CODE	TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
----	----	-----	-----	-----	-----	-----	-----	-----
24001	4	WEST UNION	\$4,910	450.8	230.0	680.8	\$7.21	\$1,659
24009	4	GRÖNER	\$1,896	240.6		240.6	\$7.88	\$0
24058	4	FARMINGTON VI	\$2,162	235.8		235.8	\$9.17	\$0
24070	4	NORTH PLAINS	\$1,953	272.4		272.4	\$7.18	\$0
24511	4	GASTON	\$5,475	501.5	275.0	776.5	\$7.05	\$1,939
25001	4	SPRAY	\$1,093	77.0		77.0	\$14.19	\$0
25021	4	FOSEIL	\$1,968	128.3		128.3	\$15.34	\$0
25023	4	MITCHELL	\$1,370	64.7		64.7	\$21.17	\$0
26004	4	AMITY	\$4,493	571.2		571.2	\$7.87	\$0
26008	4	DAYTON	\$5,993	733.3		733.3	\$8.17	\$0
26011	4	CARLTON	\$2,598	270.1	20.0	290.1	\$8.96	\$179
26016	4	YAMHILL	\$4,064	476.3		476.3	\$8.53	\$0
26030	4	WILLAMINA	\$8,252	968.0	147.0	1,115.0	\$7.40	\$1,088
26041	4	YAMH-CARLT UH	\$2,984	369.3		369.3	\$8.08	\$0
N =	202	TOTAL AVERAGE	\$437,298	49,360.2	2,257.0	51,617.2		\$17,314
				\$8.51		LOW =	\$5.75	\$7.67
						MEAN =	\$11.39	
						HIGH =	\$15.40	

30N
 FISCAL YEAR 1985 FEDERAL ECIA BLOCK GRANT ALLOCATIONS TO OREGON
 SCHOOL DISTRICTS.

STATE INSTITUTIONS. N = 7. SUMMARY OF STATE TOTALS AND AVERAGES.

DIST CODE	DISTRICT TYPE	DISTRICT NAME	ECIA FY 1985	DISTRICT RADM-1985	PRIVATE PUPILS	PRIVATE+ RADM 85	PER PUPIL	EST PRIV SCH \$
37001	5	OSSB	\$305			53.0	\$5.75	
37002	5	OSSD	\$1,273			221.0	\$5.76	
37003	5	MACLAREN	\$3,502			439.0	\$7.98	
37004	5	HILLCREST	\$833			145.0	\$5.76	
37006	5	FAIRVIEW	\$1,405			244.0	\$5.76	
37007	5	HOSPITAL SCHO	\$346			60.0	\$5.77	
37008	5	WYNNE WATTS	\$222			38.5	\$5.77	
N=	7	TOTALS	\$7,888			1,200.5	\$6.08	
		AVERAGE	\$6.57					

SUMMARY: STATE TOTALS AND AVERAGES

N=	316							
TOTAL		\$3,807,030	433,679.0	28,581.0	462,260.0			\$242,752
		AVERAGE	\$8.22			LOW =	\$5.75	\$8.49
						MEAN =	\$10.53	
						HIGH =	\$39.04	