

also performs the staff work necessary to carry out the legal responsibilities of the State Board of Education and the State Superintendent of Schools in the field of higher education. Among these activities are: (a) the development of standards for the accreditation of two-year and four-year colleges and for the approval of institutions to offer teacher education programs; (b) leadership in the improvement of teacher education programs; (c) consultant services to institutions of higher education and to local groups interested in the establishment of college-level programs; (d) activities for the implementation of interstate reciprocity for the certification of teachers and other professional school personnel; (e) development and implementation of procedures for processing requests for authorization for schools and colleges to award certificates, diplomas and degrees; and (f) granting approvals of educational programs to enable veterans, war orphans, etc., who enroll in them to become eligible for financial benefits under Title 38 of the U. S. Code (Code 1957, 1969 Repl. Vol., Art. 77, secs. 11, 12, 14, 18, 27, 83, 107-114, 151-159).

Division of Compensatory, Urban, and Supplementary Programs

The Division of Compensatory, Urban, and Supplementary Programs was originally created in the 1966 fiscal year as the Division of Federal-State Programs, that component of the State Department of Education in which the rapidly growing number of Federal assistance programs could be more effectively coordinated. Public Law 89-10, the Elementary and Secondary Education Act of 1965, provided the major stimulus to formation of the new Division, and the Title I and Title III programs of that Act created immediate and strenuous demands which consumed the major portion of the Division's limited resources in its initial year.

The Division adopted its present name in September 1969, reflecting the shift in emphasis in the Division's activities and primary concerns. In broad terms, the Division has the responsibility for coordinating and providing leadership for programs for disadvantaged youth and for conducting programs which serve as a catalyst for change in education. Specifically, the Division has set and committed itself to certain long-range priorities—those which go beyond the program and organizational lines and which are relevant for the entire State educational system. These priorities include the improvement of basic language and reading skills; the provision and refinement of comprehensive programs of education for young children, beginning at age three; the involvement of parents in planning, implementation, and evaluation of school programs; the development of programs and services to overcome the debilitating effects on children of poverty and of social, cultural, geographic, and/or racial isolation, and the refocusing of accountability for the success or failure of schools away from children alone to educators, governmental officials, the lay public, and parents.

The Division of Compensatory, Urban, and Supplementary Programs continues to administer Title I and Title II of the Elementary and Secondary Education Act of 1965. The Division works cooperatively with local systems to develop and implement compensatory programs designed to meet critical educational needs. The Division staff works cooperatively with members of other divisions at the State Department of Education to coordinate funds and programs for maximum effectiveness. The purchase of equipment through Title III of the National Defense Education Act, administered by the Division in cooperation with subject matter specialists, provides one example of this cooperative effort.