

Field Support Program on Educational Technology

I. Summary and Recommendations

It is recommended that \$1,469,000 be allocated to carry out this project over a two year period beginning in FY 77 and extending through FY 78. It is anticipated that the project may be extended for a third year. The project on the whole continues field support activities carried out since FY 74 in this area of educational technology.

II. Description of the Project

The purpose of this project is to provide assistance to USAID Missions and Bureaus in AID/W as requested in the design and planning of the learning components of development projects in a variety of sectors, utilizing appropriate applications of educational technology.

This project supports AID's broader effort to assist LDCs to provide more and improved learning for significantly larger proportions of their populations at affordable costs. Particular emphasis will be placed upon those segments of the populations, both male and female, who have traditionally had little access to learning opportunities; in effect the majority of rural inhabitants.

In this effort, the use of educational technology is now acknowledged to be important, as evidenced by the growing numbers of LDCs using both new educational delivery systems and new instructional methodologies. A variety of delivery systems including radio, telephone, cassettes, television and satellites, or combinations thereof, have demonstrated their effectiveness in providing access to learning opportunities for rural populations. Further, the potential of educational technology for increasing the effectiveness and efficiency of education, both in and out of school,

through a more systematic organization of key elements in the learning process, can be demonstrated.

This project will continue to provide indepth support to missions and Bureaus for planning and executing projects which use educational technology, specifically through provision of information and expert consultation. Such consultation will range from adding an expert to a study team in nutrition, non-formal education, agricultural extension, etc., to providing a full-scale design team composed of a number of experts in educational technology. We are expanding our institutional resources to meet anticipated demand and are eleminating or terminating some activities from the previous project which do not directly support its particular purposes: e.g. analysis of communications and behavior change and investigations of LDC networks in educational technology.

The principal components of this project will be:

- A. Planning Assistance for Missions
- B. Information Support to Missions
- C. RSSA with HEW (NIE)
- D. Field Support through Florida State University
- E. An Additional Institution for Field Support
- F. Mission Support through Self-Instructional Materials

Planning Capability - Academy for Educational Development - (Continuation of on-going activity)

This contract with the Academy for Educational Development (AED) makes readily available to regional bureaus and missions a broad range of professionals for project planning, design and evaluation in the area of educational technology.

TA/EHR will continue to fund one task order under this Basic Ordering Agreement which will provide support to missions for the planning of projects ^U using educational technology. This task order will require \$50,000 per annum for management staff and approximately \$150,000 per annum for 50 man-months of professional services in the field. The management staff also makes possible the execution of task orders by regional bureaus.

TA/EHR recently sent an airgram to the missions explaining the services available under this task order and several requests are currently under consideration. Work under this task order will be funded completely by TA/EHR and studies, selected with regional bureau consultation, will be assessed according to the following priorities:

1. The development problem will be one in which the use of educational technology appears to have particularly good potential for alleviation of specific gaps or weaknesses in attainment of sectoral or project objectives;
2. The development problem will represent both a host country and USAID priority;
3. Country interest and commitment exist for active participation in the study;
4. The activities will reflect an innovative character with relevance to related problems in other countries; and
5. Countries selected will represent different geographical regions.

During the past two years several studies and design efforts have been undertaken by AED. Since the scope of the work is quite broad, it is difficult to summarize briefly what this part of the field support project has accomplished and why we think its continuation is important. A complete listing of the activities is given below. During the past two years AED has built a network of consultants representing the major development sectors who have practical experience in assisting missions to plan projects using educational technology. We have learned a great deal about the type of experts necessary to accomplish a successful study and our pool of resources has widened considerably. The reports back to TA/EHR from regional bureaus and missions about the work under this contract, particularly in the last eighteen months, have been almost universally positive and supportive of its continuance.

TASK ORDERS

- #1. Panama Sector Lending Evaluation - 1974 LA Bureau - funded.
- #2. Project Planning - TA/EHR-funded and managed.
 - (a) Bangladesh Feasibility Study of Rural Information Service Pilot Project (1974).

- (b) Honduras Feasibility Study - Applications of Radio to Rural Development (1974).
- (c) Latin American Site Selection Visits - In response to requests from six Latin American countries for expert consultation in possible application of educational technology to proposed projects in education, health, nutrition, and community development (1974).
- (d) Panama Feasibility Study - On the need for an information system and assistance program to reach the rural population, with respect to basic education, agriculture and health (1974).
- (e) Afghanistan Feasibility Study - For developing a non-formal rural education program (1975).
- (f) Research Networks Study - Of the need for improved utilization of research findings in the field of educational technology and leading to establishing a network of project operators from developing countries (1975).
- (g) Economic Analysis in Korea - To conduct an economic analysis of a proposed loan program to establish a new Department of

Science and Technology at Seoul National University (1975).

- (h) Upper Volta - To plan a non-formal rural development program to reach rural youth and adults (1975).
- (i) Nicaragua Communications Study - To determine existing patterns of communications in the Interior Central Region and to suggest options for utilizing existing systems, in combination with others to be developed; to expand educational and information services (1975).
- (j) Indonesia - To assist the Bureau of Educational Planning of the Ministry of Education in planning for the development of an educational software development center related to the satellite radio project planned for 1977 (1976).
- (k) Lesotho - To assist in the planning of a project in income-oriented, non-formal, adult education (1976).
- (l) Costa Rica- Two projects, one to assist in an investigation of the applications of communication technology to nutrition education (1976).
- (m) Korea - To determine the feasibility of using InterSat for transmitting television programs in conjunction with middle school educational reform (1976).
- (n) India - To conduct a case study of the SITE project which uses the ATS-6 for transmitting development programs to rural villages (1976).
- (o) A special study currently underway: "Guidelines for Effective Planning of Mass Media Communications Systems."

#3. Study of Communications and Behavior Change in Rural Development - (1975), TA/EHR.

- #4. Instructional Materials for Sub-Professional Agricultural Technicians and Farmers in Latin America - (1974), LA Bureau.
 - #5. Consultant Services for University of West Indies - (1974), LA Bureau
 - #6. Educational Technology Networks Study - (1975), TA/EHR.
 - #7. Continuation of T.O. #3 - (1975), TA/EHR.
 - #8. Evaluation of Self-Instructional Modules on Educational Technology (1976), TA/EHR.
 - #9. Continuation of T.O. #3 & #7 - (1976), TA/EHR.
- B. The Information Center on Instructional Technology (Continuation of Ongoing Activity)

The Information Center was established in October, 1973, with the objective of providing continuing information on educational technology to policy makers and project implementers throughout the developing world. Since that time it has grown to include a broad information network of several thousand development professionals. The Information Center has gathered material worldwide and now maintains a library of 14,500 items relating to the uses of educational technology. It also keeps on hand, for demonstration purposes, various delivery media of educational technology, such as recorders, cassette machines, projectors of various sorts, and the like, for hands-on demonstration purposes for the foreign visitor -- an average of one per three business days.

Investment in the Information Center to date has led to the development of:

1. A network or recipients of newsletters (11) reaching some 4,500 people;
2. Responses to 600 requests annually for information from AID and LDC development planners;

3. Information bulletins (6) on key subjects (e.g. radio in non-formal education) published in the past 2½ years;
4. A Directory of Sources of Assistance on Educational Technology for Development (and an up-date of the same);
5. Several mini-seminars on relevant topics conducted at the request of AID.

ICIT will be somewhat realigned in light of a recent comprehensive review. (This review is described in detail in a recent Project Appraisal Report (PAR).) The changes are both in emphasis and scope and relate directly to the changes taking place in the use of educational technology for development purposes. The Center will be asked to make the AID mission officers and their immediate counterparts its primary audience. Although the newsletter will continue to be sent to the large network of development professionals, the bulk of the Center's work will be in learning the specific information needs of the USAID mission personnel and in fulfilling their requests.

Also, the Center staff will investigate more thoroughly the role of educational technology and communications within each development sector and its potential for integrating apparently disparate activities. To reflect this focus the name of the Center will be changed to the "Clearinghouse on Development Communications". The newsletter will also be renamed "Development Communication Reports". The newsletter and other publications will be sharply targeted to support this change in emphasis and scope.

During the next year the Center will, under the direction of TA/EHR, work closely with TA/PPU/EUI and PPC to make certain that its information services are complimentary and not repetitive of present Agency efforts. This collaborative relationship pertains especially to AID's Development Information Service (DIS). Also, during this time TA/EHR will be developing an overall information strategy in the education sector to make available to USAID information recipients in particular a coherent, integrated information service.

In FY 77 we will be contracting for 72 man-months of service for \$200,000 and in FY 78 for 60 man-months at \$150,000.

G. RSSA with HEW (NIE) - Ongoing

This component will consist of RSSA with HEW to provide expert services in educational technology. It will be negotiated specifically with the National Institute of Education, which is charged with directing the Federal Government's research and development activities in education. The purpose of the RSSA will be to supplement the capability of TAB's staff in educational technology. They will be available for TDYs to the field as well as freeing regular TAB staff for field work. Given the successful completion of the recent Stanford University NIE/AID Conference on "Communications Policy and Planning for National Development", which was conducted on the basis of the existing RSSA with NIE, further such activities may be undertaken also. AID funding through this RSSA will thus secure supplemental help from NIE. In FY 77 this will be limited to \$50,000 for conferences, but in FY 78 it will consist of 18 MM of professional services and 12 MM of support staff services as well as \$50,000 for conferences for a total of \$150,000.

D. Institutional Agreement with Florida State University- New, FY 77.

The purpose of this contract is to continue to utilize the institutional capacities of FSU's Center for Educational Technology developed over the past five years through its recently completed 211(d) grant.

FSU's institutional capabilities have been well-demonstrated through its conduct of such projects and programs as:

- A major planning activity in and with the Republic of Korea, relating to the reform of the Korean curriculum and the establishment of a media-based system of instruction.
- Development of leadership capabilities in the application of educational technology to LDCs.
- Training courses both in the field and at the Center for Educational Technology for a variety of Asian and Latin American groups involving over 300 developing-country personnel over a three year period.
- Analysis and design capability, utilized not only in the aforementioned Korean project, but also in Guatemala and Brazil.
- Field work in both Ethiopia and Zaire.
- Participation with Accion Cultural Popular (ACPO) of Colombia in extensive field evaluations of the use of records and programmed books in self-instruction in reading by illiterate campesinos.

Regional bureaus, missions and TAB will be able to write individual Task orders for specific field services under this Basic Ordering Agreement. TA/EHR anticipates that it will write at least one task order in FY 77 and two in FY 78 for project design teams. Thus \$30,000 is allocated in FY 77 and \$60,000 in FY 78 for those task orders.

E. Additional Institutional Capability in Communications - Proposed, FY 78

Additional professional sources are seen as of value in the field of educational technology, allowing further broadening of the relatively narrow base in a highly specialized field. Although this need is clear, we have not made a final selection of institutions as yet. We have included the funding request in this project paper, however, anticipating selection in time for FY 78 funding. The institutions selected should have experience in such areas as educational policy planning, training LDC broadcasters on a variety of levels, and satellite policy issues (both domestic and overseas). Some overseas experience is necessary, either in terms of institutional capacity or the experience of researchers or faculty e.g., experience in research and evaluation, planning and administration of field programs, and problems encountered in field training in LDCs.

A capacity for curriculum development in educational technology and experience with interdisciplinary programs for LDC middle-managers, either broadcasting professionals or others, is also seen as of value to the objective of broadening the base of knowledge and skills in and for TA/EHR's field of concern.

We anticipate developing relationships with either two or three institutions in FY 78 and writing one or two task orders with each. Therefore, we are allocating \$170,000 in FY 78 for this additional field support capacity.

F. Self-Instructional Materials - Proposed

This experimental component of the project uses self-instructional modules for supplying current information about educational technology to USAID personnel and their host-country counterparts, in effect, supporting them by broadening their understanding and grasp of the RDA. One series of modules has been developed and distributed to Missions in Nicaragua and Zaire on a trail basis. Since the responses were quite favorable in both places, we intend to use this same technique to develop additional modules, assemble available materials into module form and provide for distribution. We have allocated \$75,000 for FY 77 and \$100,000 for FY 78. The first new modules we would develop concern the use of educational technology in assisting the delivery of primary health care services.

III. Interrelationships with other AID Programs

Although the field support activities in educational technology are expected to increase in number and scope during the next three years without any new major initiatives, the bicentennial AIDSAT program will undoubtedly increase them even more. Already requests are starting to come in prompted by the initial demonstrations asking for follow-up field support activities. Although there is another cluster within this RDA specifically earmarked for responding to these requests, that program mechanism will not be operative for several months. To supply a short-term response capability. We plan to use \$80,000 of this field support budget for studies and technical assistance in response to AIDSAT requests.

This project, throughout its components, is seen as tied closely to activities both in the past and planned for the future. The application of educational technology to both in-school and non-formal educational programs is well recognized. More recently, TA/EHR has been called upon to assist project development activities in the areas of health and nutrition. We anticipate that these types of efforts will extend especially to activities in agriculture and family planning in the next few years. The use of educational technology in a wide variety of development efforts to accelerate the process of development as well as increase access to those now isolated in rural areas is increasing steadily. Based upon the number and type of requests we are receiving from the field, we think this increase in need for field services will continue.

D. Project Issues

The primary issue that has been raised about this project in the past has been the number of components and how they relate to each other. We think that this project paper has faced that issue by deleting several activities which can be accomplished under different parts of the RDA 14 program and including only those which relate directly to field support. The on-going relationship with the Academy for Educational Development, the new agreement with Florida State University, the proposed agreement in FY 78 with an additional institution or institutions, intend to assist the design of field activities in the area of educational technology. The increased number of resources is based upon our judgement of the demand as projected from the last three years into the next two years. TA/EHR's primary role with these institutions will be to

ensure that a core staff of competent professionals are concentrating upon development problems in LDC's and available to requests from AID. As noted,

-The RSSA with NIE is designed to augment our own staff allowing greater flexibility in responding to mission and bureau requests for assistance.

-The Information Center has been supplying relevant information upon request from missions and developing country professionals over the past three years.

-The remaining project component, Self-Instructional Materials - is aimed to keep AID mission personnel abreast of the latest applications of educational technology to development problems.

We see the various parts of the project supporting each other and all working directly to assist the more effective development of projects in the field.

One reason the need for professional expertise in this area becomes more important daily resides in its increased popularity as a vital component of all development efforts. The rush to obtain communication hardware systems prior to a through study of the development problems which those systems are to solve, can and has left some countries with expensive equipment ill-fitted to their specific needs. As several LDC representatives mentioned to us at our recent Communication Policy conference, they look to AID for assistance in determining what the alternatives are and their ramifications, as well as help in designing operational systems.

IV. Project Background and Detailed Description

Background

Much of the rationale behind our concern for the development of educational technology and its applications for and in LDCs has already been referenced. Our involvement in project development and research over the past three years reflects both the changing nature and philosophy of educational technology for development as well as the shift in AID's concerns with equity issues as they relate to the poorest majority. The increasing knowledge and applications of the values of educational technology lead us to the conclusion that the issues are "when" and "where" and "how to make it better", rather than "if". It is also needless to argue that we - or any other agency or institution - is in possession of all the answers as to how to go about producing desired results.

It is for this reason that all of our field support projects are designed to improve and broaden our knowledge base; some to determine what LDC realities are in terms of the use of educational technology, and others to maintain and enlarge the talent pool we know to be essential to the process.

There are certain factors common to many of the components; they are both obvious and have already been dealt with in depth. The relationships with the Academy for Educational Development; and additional institution, Florida State University; the self-instructional materials component; the RSSA with HEW; all will broaden our knowledge base; deepen our capabilities to be of service both to LDCs and to AID Missions and Bureaus; improve our methodologies; allow us better to see interrelationships between masses of information increase the size of the manpower talent pool essential to design useful systems; quantitatively and qualitatively benefit the dissemination of information about methods, materials and practices; and, hopefully, to identify better and more cost-effective and cost beneficial ways of problem-solving.

As in the past, the project will provide quick response capabilities to Mission and Bureau requests.

V. Project Analyses

A. Technical Analysis Including Environmental Assessment

The primary objective of this project is to lend assistance to the field in planning development activities which include or can possibly include an educational technology component. One concern of any such study or planning effort will be the impact of the operational project upon the environment of the developing country. For that reason, we think it is realistic to make a negative environmental threshold decision at this time.

B. Financial Analysis and Plan

A general outline of how the money will be spent under each component of this project follows:

1. Planning Capability - Academy for Educational Development

	<u>MM</u>	<u>FY 77</u>	<u>MM</u>	<u>FY 78</u>
		<u>\$000</u>		<u>\$000</u>
Professional Staff	18	40	18	40
Support Staff	12	10	12	10
Planning Studies	<u>50</u>	<u>150</u>	<u>50</u>	<u>150</u>
TOTAL	80	200	80	200

	<u>MM</u>	<u>FY 77</u> <u>\$000</u>	<u>MM</u>	page17 <u>FY 78</u> <u>\$000</u>
2. Information Center				
Professional Staff	36	70	24	40
Support Staff	36	30	36	30
Printing & Distribution	-	35	-	25
Travel	-	10	-	10
Overhead and Benefits	-	55	-	45
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	72	200	60	150
3. RSSA with HEW (NIE)				
Professional Staff	-	-	24	70
Support Staff	-	-	12	12
Conferences	-	50	-	50
Overhead and Benefits	-	-	-	18
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL		50	36	150
4. Institutional Agreement- Florida State University				
Professional Staff	7	14	12	28
Support Staff	5	4	10	8
Travel	-	2	-	4
Overhead and Benefits	-	10	-	20
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	12	30	22	60

	<u>MM</u>	<u>FY 77</u>	<u>MM</u>	<u>FY 78</u>
5. Additional Institutional Capability				
Professional Staff			34	80
Support Staff			24	30
Travel			-	20
Overhead and Benefit			-	40
			<hr/>	<hr/>
TOTAL			58	170
 6. Self Instructional Materials				
Professional Staff	12	30	16	50
Support Staff	6	6	6	6
Travel	-	12	-	12
Overhead & Benefits	<hr/>	<hr/>	<hr/>	<hr/>
	-	27	-	32
TOTAL	18	75	22	100
 7. AIDSAT Follow-On				
Professional Staff	20	69		
Travel		<hr/>	<hr/>	
		15		
TOTAL	20	84		

C. Social Analysis

One of the major advantages of educational technology resides in the ability to assist in overcoming development barriers imposed by geographic and topographic conditions. Most often, isolated rural people are at the end of the receiving line for vital social services. Systematic delivery systems which can increase access and ensure program development quality are definite assets to AID's mandate to reach the rural poor. Obviously, no single delivery system can ensure that the messages or information transmitted will be acted upon. However, integrated into a total system of identifying user needs, specifying clearly the objectives of the program, assuming adequate feedback to program developers, and employing constant monitoring of results enhances the probability that increases in quantity will be matched with quality progress as well.

D. Economic Analysis

The central purpose of all the components of this project is to provide effective services and materials for educational and developmental goals. Project planning, the Information Center, technical assistance from field support institutions, all will develop information to aid in making national economic planning judgements, and to develop a larger body of data upon which to make economic decisions. This project will most often deal with costs on a comparative basis looking at cost projections resulting from simple expansion of traditional learning systems vis a vis substitution of a more innovative delivery system and in most cases involving the use of media. Obviously there also will be times when the use of educational technology must base its economic justification upon improved quality of learning and behavior change. For example, teachers cannot be replaced by

radio but the quality of instruction can be improved by high quality radio programs to the point that the additional marginal costs are justified because the years per graduate are reduced . Costs and cost-effectiveness considerations are prominently featured in all activities within this project.

E. Implementation Plan

All the activities listed for funding under this project will need contract action early in FY 77. The on-going contracts with the Academy for Educational Development task order for project planning and the Information Center both expire at the end of December, 1977. The approval of this project paper in November will allow for a smooth transition of those two activities. The RSSA-NIE has to be renewed each fiscal year.

The self-instructional materials project was dropped from the TA/EHR program during the AA/TA review. However, since the budget for other components of the project has been reduced, it is how possible to reinstate this project without exceeding the total budget figure. TA/EHR thinks the project is worth doing and that if the only reason for dropping it was money, then it should be considered back in the field support program.

It is difficult to give an implementation plan for each project since most of them operate in response to requests and do not initiate activity of their own. The Information Center is one exception and a first year work plan for that component is appended. The schedule for implementing the various components of this project follows:

	January	February	March	
1. FSO	_____			Jan. 1978
2. AED	_____			Jan 1978
3. Information Center	_____			Jan. 1978
4. RSSA-NIE		_____		Sep. 1977
5. Self Instructional Materials			_____	Feb. 1978

WORK PLAN THROUGH FIRST YEAR OF NEW CONTRACT

INFORMATION CENTER

PRODUCT	CONTRACT EXTENSIONS		NEW CONTRACT			
	SEP / OCT	NOV / DEC	JAN / FEB / MAR	APR/MAY/JUNE	JULY/AUG/SEP	OCT/NOV/DEC
Targetting of Information Products and Services		Strategy Statement				
In-depth Print and Non-Print Reports on Development Communication			Choose 3 Exemplary Projects	Travel, Shoot, Interview	Write, Edit, Produce Pretest	Revise, Distribute Self-Instructional Materials and AV Modules
Project Profiles		6 Profiles Produced	8 Profiles Produced	8 Profiles Produced	8 Profiles Produced	8 Profiles Produced
Newsletter	1 Newsletter	1 Newsletter	1 Newsletter	1 Newsletter	1 Newsletter	1 Newsletter
Specialized Mailings			1 Mailing	1 Mailing	1 Mailing	1 Mailing

BUDGET

	FY 77	FY 78	
FSU T.O. #1	30	60	NEW
AED T.O. #2	200	200	ONGOING
Information Center	200	150	ONGOING
RSSA/ NIE	50	150	ONGOING
Self Instructional Materials	75	100	NEW
Additional Field Resource		170	NEW
AIDSAT Follow-On	84		NEW
TOTAL	639	830	

9310925

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I		1. TRANSACTION CODE <input type="checkbox"/> A - ADD <input type="checkbox"/> C - CHANGE <input type="checkbox"/> D - DELETE	PAF
3. COUNTRY/ENTITY TA/EHR - Field Services (RDA 14)		4. DOCUMENT REVISION NUMBER	2. DOCUMENT CODE 5
5. PROJECT NUMBER (7 digits) 931-0925	6. BUREAU/OFFICE A. SYMBOL TAB B. CODE 08	7. PROJECT TITLE (Maximum 40 characters) Field Support Educational Technology	
8. PROJECT APPROVAL DECISION <input type="checkbox"/> A - APPROVED <input type="checkbox"/> D - DISAPPROVED <input type="checkbox"/> DE - DEAUTHORIZED		9. EST. PERIOD OF IMPLEMENTATION - Extension YRS. 0 2 QTRS. 0	

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 9/30/76		H. 2ND FY 77		K. 3RD FY 78	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	600	640		1667		564		730	
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED		A. GRANT	B. LOAN
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	(ENTER APPROPRIATE CODE(S)) 1 = LIFE OF PROJECT 2 = INCREMENTAL LIFE OF PROJECT		2	
(1) EH					2961					
(2)										
(3)										
(4)										
TOTALS										C. PROJECT FUNDING AUTHORIZED THRU 7 8

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)				13. FUNDS RESERVED FOR ALLOTMENT							
A. APPROPRIATION	B. ALLOTMENT REQUEST NO. _____										
	C. GRANT	D. LOAN									
(1)								TYPED NAME (Chief, SER/FM/FSD)			
(2)								SIGNATURE			
(3)				DATE							
(4)											
TOTALS											

14. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 LOCAL OTHER _____

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

This revision funds field support activities provided under the project for two additional years.

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE
		MM DD YY		MM DD YY

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

ENTITY : Technical Assistance Bureau
PROJECT : Field Support Educational Technology
PROJECT NUMBER: 931-0925

AID grant financing in the amount of \$1,294,000 will be provided to fund the Field Support Educational Technology activity for FY 1977 in the amount of \$564,000 and for FY 1978 in the amount of \$730,000. This will finance for two additional years implementation of field services described in the project paper, with the exception of subproject F, "Self-Instructional Materials", for which a revised proposal will be submitted.

The Research and Development Committee reviewed and endorsed this project on November 30, 1976.

References: Gunning, TA/PPU, to Farrar, AA/TA, memorandum dated 12/8/76
PP Revision - Field Support Educational Technology

Clearance:

TA/PPU: JGunning

Approved:

Disapproved: _____

Date: 12/21/76

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12/10/76

ENVIRONMENTAL THRESHOLD DECISION

TO: AA/TA, Mr. Curtis Farrar
THRU: TA/PPU
FROM: TA/PPU, Carl R. Fritz
SUBJECT: Environmental Threshold Decision

Project Title: Field Support Educational Technology
Project #: 931-0-925
Project Manager: Dr. Clifford Block
REFERENCE: Initial Environmental Examination (IEE) contained in
attached PP, page 16 dated 11/12/76.

On the basis of the Initial Environmental/Examination (IEE) referenced above and attached to this memorandum I recommend that you make the following decision.

- X 1. The proposed agency action is not a major Federal action which will have a significant effect on the human environment.
- 2. The proposed agency action is a major Federal action which will have a significant effect on the human environment, and:
 - a. An Environmental Assessment is required; or
 - b. An Environmental Impact Statement is required.

The cost of and schedule for this requirement is fully described in the referenced document.

 3. Our environmental examination is not complete. We will submit the analysis no later than with our recommendation for an environmental threshold decision.

Approved: *Curtis Farrar*
&
Disapproved:
Date: 12/11/76