

et cetera, the coordinator had planned conferences in two of our States, first in the State capitals and then in a major city in each State.

The primary goal of these meetings has been to discover and deal with any problems of multiple agency coordination; to work out joint fundings of projects where possible, and to increase the capacity of those concerned to plan mutual efforts to deal with priority needs in the local community.

Similar meetings are now projected in our other three States. It might be significant to point out that these more comprehensive coordinating efforts arose from the initial concern of the regional Office of Economic Opportunity and Office of Education staff, title I, that maximum use was not being made of the "checklist" procedure in the community action and the title I Elementary and Secondary Education Act projects.

As this problem was explored informally—this was born largely at coffeetimes and lunchtimes and so on—

Mr. QUIE. May I ask what is the checklist procedure?

Mr. HOSCH. This is the procedure set up in both OEO and title I. When there is a title I program, it is necessary to check with the community action program to make certain that the kind of programming they were planning to start in that community fits in properly with the other community action program activities in that locality.

This is a form which they must sign in effect that this is permissible and desirable.

Mr. BRADEMAS. This is the procedure which has given rise to dispute in some communities: whether or not local public school authority has the right to veto a local community action authority, and vice versa. Is that what we are talking about?

Mr. HOSCH. Yes.

As this problem was explored informally by regional professional staff, we soon found that the responsibilities and program contributions of public health, public welfare, mental health, and other programs had to be considered at the same time. Thus evolved the more broadly representative conferences that I spoke of.

In other words, we started from the base of looking at this as proper coordination communication between education and the economic opportunity program, but we soon found that other programs had equal or large shares of responsibility at the local level. Therefore, we beefed up our teams that went to visit with representatives of Public Health to the Bureau of Family Services. This I submit is another example of the ease with which it is possible and in many cases I think it is carried out by four professional people from the Office of Education who, as far as I am sure Peter and I are concerned, have to supply the "E" in HEW at the regional office level if we are to attain anything like the kind of coordination that we think is required in regional office operation.

I would be glad to respond to any questions. I am very happy to be able to present this information to you.

Mr. QUIE. What kind of changes have occurred in your regional office since the decentralization plan was put into effect which we have seen largely occurring in Atlanta, Ga.

Mr. HOSCH. I think we just checked this morning. We have about 32 people. In 1950 when I first came to this office, we had none. Then