

no such requirement. A carbon of the letter was sent to Commissioner Keppel, and Mr. Zimmerman subsequently sent a telegram asking why the Commissioner had not responded to his inquiry.

TITLE I GUIDELINE REFERENCES TO COOPERATION WITH COMMUNITY ACTION
AGENCIES—PAGES 27-28

In general, the base for this section is in 205a(7) of the Act and the language of Senate Report 143, pages 12-13, that cooperation of Title I projects with O.E.O. efforts means continuous and genuine working relationships during the period when programs are being planned and developed as well as when they are being carried out. The Guidelines state that cooperative efforts seek to insure that (a) programs are tailored to the interest of each act; (b) that what is proposed under one act reinforces programs proposed under the other; and (c) that a broad conceptual look be taken at program efforts including other resources in the federal government rather than slices or bits and pieces.

OVERALL ASSESSMENT

In general, coordination-cooperation efforts are of high quality. Federal level activities are current and based on established working relationships of over a year and a half duration. State level feed-in from January reports indicates that legislative stipulation and congressional concern as expressed in the Senate report are being taken seriously by the State departments of education. At the local level the concept and requirements are only in the beginning stages of understanding. However, OE has received complaints from CAP's in only three cities—San Francisco, Albuquerque, and St. Louis. The point at issue is one of planning. At the present time the maximum community overlap for OE and OEO programs is probably 400.

The size and intensity of coordination problems may rise dramatically as O.E.O. moves closer to its fiscal year 1966 goal of 1200 to 1500 funded CAP's and OE progresses as rapidly toward the involvement of 20,000 school systems. When that day arrives all plans must be firm and appeal systems and procedures agreed upon.

APPENDIX A

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

Some Questions and Answers About Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10)

1. Q. Who will provide the data to make the allocations for the basic grants?

A. The number of children aged 5-17, inclusive, in families with an annual income of less than \$2,000 will be provided by the Bureau of the Census from computer tapes based on the 1960 Census of Populations.

The Secretary of Health, Education, and Welfare will provide the figures on the number of children in families receiving more than \$2,000 per year from payments under the Federal program of Aid to Families with Dependent Children (AFDC). Deductions will be made for children in the low income category for whom payments were made under P.L. 874, Title I, for the preceding school year. The above information will be furnished at least by counties, and, if possible, by local school districts.

The State educational agencies provide the necessary data to the U.S. Office of Education to determine the average per pupil expenditure in the State.

2. Q. For what year will these data be provided?

A. The most recent satisfactory Census data related to family income are for 1959. The AFDC data under the law must be for the most nearly comparable year to the Census data. The law requires that the 1963-64 State average per pupil expenditure be used for the first year of the program (1965-66).

3. Q. How soon will school districts know their entitlement under Title I?

A. We expect that county data will be available about July 1, 1965. Data are not available in most instances to enable the U.S. Office of Education to make allocations for individual school districts. Therefore, allocation of funds to districts within counties will ordinarily be done by State departments of education under criteria to be prescribed by the Commissioner.