

tion by working with relevant sister agencies to attack the problem along conceptual lines rather than institutional lines.

The language of the EOA specifically limits supportable programs to "special remedial and other noncurricular educational assistance" (Section 205a), and then only as part of a comprehensive community action program in some, but certainly not all, of the poorest communities of the land. These supplementary activities in the war on poverty must be closely coordinated with programs under the ESEA aimed at strengthening systems of general education. The benefits of improved general education can be multiplied many times if, through careful planning and coordination, the local communities make certain that the same children and families which are the object of the ESEA receive essential health, welfare and other services.

The ESEA will enable the schools to meet what should be their regular commitments to all the young of this nation. Title I of the Act provides the beginning of an answer to the great need for strengthened general education in low income areas. Title III, although not directed to a particular economic group in the country, nonetheless will provide a valuable addition to the war against poverty when the supplementary education centers are accessible to the poor. It goes without saying that the provision of vitally needed textbooks and the expansion of library facilities under Title II will also result in an improvement in the educational services available to the poor.

Educational programs supportable under CAP are generally supportable under the ESEA if sponsored or administered by the public schools. In those districts where both Acts will support educational programs, the best use of funds would seem to point to an emphasis on curricular, in-school funding by the ESEA and extra curricular and out-of-public school funding by OEO. Those efforts which are primarily educational in nature, such as reduced class size, improved facilities or new or additional curricula materials should be supported under Title I of ESEA. Other efforts, of a more supplementary nature, such as health and nutritional services and family involvement, could more feasibly be supported under the EOA. Commissioner Keppel and Mr. Shriver are suggesting to Chief State School Officers, for example, that preschool efforts continue to be financed under the EOA, assuming that the majority of the resources under Title I of the ESEA will be used to support efforts for those children already part of the public educational system. It is expected that as the programs envisioned under the ESEA get underway, communities may depend less upon the EOA for assistance to their remedial activities. This would enable OEO to divert its limited resources, now committed so heavily to remedial education programs, to other sorely needed activities in the war on poverty.

LOCAL COORDINATION

It would seem that the most effective coordination would come at the local level. State criteria for programs under the ESEA, and therefore the Commissioner's criteria for the States, will have to encourage and even force this coordination. The wording under Section 205(a)(7) provides the opening wedge, requiring that local boards develop programs in "cooperation" with the public or private nonprofit agencies responsible for community action programs in their locality. Cooperation here 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. This section should in no way be construed as giving the local community action agency a veto over Title I programs: it does require that local educational agencies develop their programs in cooperation with local community action agencies. Similarly, it is expected that when a local community action program is planned, cooperation will be sought with the local educational agencies. Only in this way can both programs hope to achieve the objective of serving the needs of educationally deprived children.

Since the CAPs in many areas will be underway by the time planning for Title I programs is begun, it is expected that the local school agency would take the initiative in making contact with the local community action agency to determine whether the community action project or projects have a bearing upon the school agency's plans. If the community action project is school related, then the local school agency will already be actively involved.

STATE COORDINATION

In order to further assure cooperation, lists of approved CAPs should be provided to each State educational agency which could then notify affected local