

school agencies, where the CAP has a component of concern to those agencies. To further assist in this cooperation at the State level, each State has established a State Technical Assistance Agency under the Governor designed to coordinate State agency support of CAPs in that State. The State educational agency is a part of the State Technical Assistance Agency.

Under this plan the SEA will have a current list of all approved CAPs in its State. It should therefore be able to ascertain whether the local educational agency's proposals for programs or projects under Title I have been worked out in cooperation with the local community action agency, where components of the latter agency's program may affect the local educational agency's program for the disadvantaged.

Once programs proposed under the ESEA are established, the community action agencies funded by the OEO will check with the local school agencies in their area before proposing any program with educational components. Lists of approved local programs for the disadvantaged will be provided to the responsible approving authorities under the OEO so that they, too, could avoid duplication or overlap of a program already established under Title I.

While the State educational agency will have final authority to approve each local educational agency program under the ESEA and the same authority lies with the OEO with respect to CAPs, the existence of current comparable lists of approvals should provide a basis for checking whether the "cooperation" provision is being enforced. In cases where it is abused, the Commissioner of Education may withhold funds under Section 210.

In areas where there is a strong similarity of interest and approach between the local educational agency and the community action agency, dual funding may be used to establish a program which not only will avoid any overlapping of effort but allow in many cases the establishment of a program which could not be managed separately.

NOTE.—This statement was compiled from a selection of statements and memoranda concerning the coordination of the OEO and ESEA.

APPENDIX C(a)

COORDINATION BETWEEN OFFICE OF EDUCATION AND THE OFFICE OF ECONOMIC OPPORTUNITY

[Taken from S. Rept. 146, pp. 12, 13, and 14, Elementary and Secondary Education Act of 1965]

Paragraph (a) (7) of section 205 of this title is designed to provide for consultation between the local public educational agency and the agency conducting a community action program pursuant to title II of the Economic Opportunity Act of 1964 so as to avoid any duplication or overlap in the programs.

The committee is concerned about the fact that many local community action programs under the Economic Opportunity Act of 1964 (Public Law 88-452) already focus attention upon the special educational needs of children of the economically disadvantaged. Testimony before the Education Subcommittee has demonstrated that the educational needs of children of low-income backgrounds outstrip the available resources of local communities and require assistance both under title I of this act and from the Office of Economic Opportunity.

However, the committee wishes to insure that the programs to be established under title I and related community action programs under the Economic Opportunity Act will work in harmony at local, State, and Federal levels to meet these needs and will not result in overlapping or duplication. Special efforts will be necessary to achieve a good working relationship, and these efforts must be made, for it is only by the cooperative efforts of all that the needs of the children can be met without waste or friction.

Responsibility for carrying out the programs authorized under title I of this act is lodged with local boards of education. Section 205(a) (7) of the act requires that local boards develop these 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