

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.

We are informed that such cooperation is emphasized in the guidelines of the community action program issued by OEO. These guidelines call for inclusion of a representative of the local educational agency on the governing board of the community action agency. It is the committee's judgment that the OEO should also take affirmative steps to see that the community action efforts do not duplicate education plans under title I.

The committee also wishes to stress that cooperation between educational and community action agencies at local and State levels is not alone sufficient if economical and efficient programs are to develop. Close working relationships must also be achieved at the Federal level. Section 611 of the Economic Opportunity Act of 1964 already, in fact, requires such coordination. Pursuant to this direction, the Office of Economic Opportunity and the Office of Education have established a joint unit on the education of the disadvantaged. This unit is funded jointly and works day to day to assure that the education components of community action programs are kept in step with other programs administered by the Office of Education. The unit also assures that Office of Education and OEO activities reflect the lessons learned in local programs. The committee expects this joint unit to continue in being and to provide an administrative framework for cooperation at the Federal level in developing and utilizing title I programs and community action programs to meet the educational needs of the poor. Neither program can do the job alone.

Since a primary purpose of title I is to advance the educational opportunities of the disadvantaged, programs instituted or contemplated under this title will offer an opportunity for OEO resources to be constructively employed in other programs envisioned by the Economic Opportunity Act. We have been assured by the Director of the Office of Economic Opportunity that community action assistance will not be devoted to efforts which compete with or duplicate those mounted in any given community under title I. Rather, as programs under this act get underway, community action agencies will concentrate their resources on those needs which will not be met by the elementary and secondary school systems.

For example, an educational agency might choose to devote all resources available to it under title I to meet the needs of children of school age. Having made that decision, the community can look to OEO resources to support school readiness programs for younger children. A school board may have sufficient funds to support only an "education"-oriented, preschool program. But the community may also wish a more comprehensive preschool program that includes not only education but health and social services, parental activities and nutrition as well, when they are not being provided under title I. These additional services could be made available through the community action program under the Economic Opportunity Act.

It is the committee's view that arrangements under title III will be worked out similarly as directed heretofore for title I.

APPENDIX D

MEMORANDUM

JULY 23, 1965.

To: OEO regional staff.

From: Stanley Salett and J. William Rioux, assistant directors, Office of Programs for Education of the Disadvantaged and Handicapped.

Subject: Relation of educational legislation and poverty legislation coordination of OE and OEO programs.

Because coordination of the Economic Opportunity Act and the Elementary and Secondary Education Act is both desirable and essential, as well as required by law, it is imperative that OEO regional staff, particularly analysts, acquire familiarity with the ESEA, as well as other pertinent educational legislation and their relation to poverty legislation. The materials included in this packet and the supplementary materials which will follow periodically will help serve this function.