

Several members of our staff expect to visit the OEO regional offices in August. At that time we would like to discuss the coordination of OE and OEO programs and would hope to consider questions that have arisen from your study of packet materials.

We are looking forward to our visit with you.

APPENDIX E

OFFICE OF ECONOMIC OPPORTUNITY

Washington, D.C.

Dear Headstart Grantee: We wish to offer our sincere appreciation for your efforts this summer in Operation Headstart. The response of your community and of communities throughout the country reaffirms our faith in the ability of this Nation to meet the most pressing challenges of our time. Young children in poverty now have hope of breaking the poverty cycle.

However, impressive as it is, Headstart is only a beginning. Headstart "graduates" will need continuing and additional help; other young children of the poor who are not yet in school need help. We urge that you plan follow-through programs for the children who are in the Summer 1965 Headstart, and that you continue with programs for children who are below school age. Both the Economic Opportunity Act and the Elementary and Secondary Education Act can be used to finance such programs. These two Acts are complementary to each other. Both offer substantial potential for improving the quality of education efforts for disadvantaged children.

Follow-through programs

Follow-through programs should be available to Head Start children, and other first graders, who may require special services, more special teachers, improved facilities, new or expanded curricula, social services, medical and nutritional services, and programs of family involvement. Support for programs which involve educational activities as a part of a regular public school program should be sought under the Elementary and Secondary Education Act; support for non-educational activities, such as medical and other supportive services and work with families, under the Economic Opportunity Act. Other activities, not part of the regular school program, should also be supported under the Economic Opportunity Act. We do not intend of course by this suggested pattern of financing to foreclose the flexible use of either Act, within the limits of law, based on the availability of funds. General guidelines for Community Action Programs are enclosed, note pages 23-25. In the near future you will receive guidelines for programs under the Elementary and Secondary Education Act.

Early childhood programs

Either Act can be used to finance full-year programs for children of the poor, who are too young for grade school, except that the Education Act is limited to programs under the administration and control of public educational agencies. But to make the most effective use of the two Acts there must be a high degree of mutual cooperation and coordination between the Community Action Agencies and local school systems. Local, state, and federal units each have roles in making sure that coordinated programs actually develop. We therefore want to set forth procedures to assure such cooperation.

1. Effective coordination is, in part, the product of planned and thorough interchange of ideas and efforts between the groups in each community responsible for maximum utilization of all program resources. Thus, in communities served by an approved Community Action Agency, the responsibility for program coordination falls both on those responsible for community action and on those responsible for public education. Any application or proposal from such communities will include a description of the working relations, the procedures and specific activities undertaken by each to develop programs cooperatively. Cooperation here means continuous and genuine working relationships during the period when programs are being developed, as well as during project operation. The Office of Economic Opportunity will continue to look for evidence that local community action organizations have effectively involved school officials in those phases of community action planning and operation which relate to educational programs.

2. Each Act defines state authority relating to local programs. It is also the Congressional intent that the financial resources authorized under each Act be used without waste and duplication and that programs serve common goals in