

grams are at least as effective, if not more effective, than the Headstart programs. I think it is difficult to generalize—

Mr. QUIE. Let me say right here I did not mean to indict you on title I. I used the example of the Teacher Corps as you have talked of it here, and the example of successful Headstart programs under OEO.

I am sorry I gave that impression because I well agree with you there have been some great title I preschool programs, though not enough.

Mr. HOWE. I believe title I is supporting more preschool activity than Headstart; isn't that true?

Mr. ESTES. That is correct.

Mr. QUIE. How do you bring about the parental and community involvement because you can do this in OEO doing it through a community action agency. The school board is not necessarily representative of the people who are deprived, or their parents.

Mr. ESTES. We have a real problem, as you well know. As educators, in the past we have sort of a hands-off policy.

We have attempted at times to isolate ourselves from the community. This is an entirely new area for us. We are, quite frankly, rather pleased with the success we have had thus far in attempting to get local school people to work with members of the community. We are in the process now, under section 205, of establishing criteria for the approval of projects under title I that will be used not only by local agencies but also by State agencies criteria that will improve this interaction between the groups.

Mr. QUIE. Have any States required the involvement of the community and the parents in the development of a project for which they receive money under title I?

Mr. ESTES. All of our projects are encouraged to involve the parents. I would have to ask Mr. Hughes whether or not this is a requirement in any local or State unit.

Mr. HUGHES. I think a number of States—in California, as a good example, have established criteria in which they involve this as a very high priority item in terms of approval of projects. They would insist that local districts in making application and in just filing their proposal involve the community and that there be parent involvement, certainly in those programs where preschool is a central part of the activity.

Mr. QUIE. Has there been an evaluation of this type of project compared to the ones where they are strictly developed within the school itself?

Mr. HUGHES. A number of the city reports we have seen indicate that very definitely the early childhood education projects are much more successful as a result of this parental involvement. The California report, particularly, is indicative of this improvement.

Mr. QUIE. Have you enough examples now so that if they were made available or publicized it could be utilized as an example of how such a program could be run well?

Mr. HUGHES. Yes, I think we could, certainly from the individual reports we have gone through and glean out those examples which do indicate parental involvement. We would be glad, for example,