

have no program, to my knowledge, that concentrates in a comprehensive fashion, in a manner that we are proposing under the Follow-through program.

The average expenditures range from \$25 to some \$250 in our title I program.

Mr. QUIE. I didn't get this last.

Mr. ESTES. \$25 to \$250 in title I. This is the average expenditure per pupil.

You see, as you well know, title I focuses on educational, deprivation, and it is my understanding that Headstart focuses on all areas of cultural deprivation. So it is a much more comprehensive approach that we are attempting to capitalize on in the early years.

Mr. QUIE. But title I has not been limited entirely to educational programs only?

Mr. ESTES. No. That is right. We spent 2 percent of our funds, 2.3 percent of our funds, on health services; 2.2 percent on nutritional services. But this is a small percentage when you compare it to what Headstart programs have done.

Mr. QUIE. Now, what percentage of the money has gone for programs prekindergarten?

Mr. ESTES. Prekindergarten?

Mr. QUIE. Prekindergarten.

Mr. ESTES. We have served about 85,000 children in preschool programs. I would not have the exact figure.

Do you?

Mr. HUGHES (John F. Hughes, Director, Division of Program Operations). The figures given were pupil participation, not dollar participation. In other words, 75 percent were prekindergarten through grade six. We assume the dollars followed the same pattern.

Mr. QUIE. I wouldn't say necessarily it would be, because it is more expensive to work with educationally deprived children after the sixth grade than before the sixth grade. So I would think the money would go to more pupils, the earlier you reach them.

Mr. HUGHES. Relatively speaking that is true.

Mr. GOODELL. What percentage?

Mr. HUGHES. 4.6 percent were for kindergarten; 1.2 percent prekindergarten; so a combination of 5.8 percent, almost 6 percent, were either kindergarten or prekindergarten.

Mr. QUIE. How do you account for such a low percentage of title I money being used for kindergarten? Don't the public schools recognize the need in the ghetto of receiving these children?

Mr. ESTES. At the local school level, we always have difficulty trying to establish priorities with the resources that are available to us. Most of the time, our funds that we have for our regular school program, that is, first grade through the 12th—our funds are limited. And it is difficult to find resources to add additional responsibilities to this already overburdened program.

Therefore, local school districts find it very difficult, in light of the needs of the existing on-going program, to reserve a portion of these funds for prekindergarten, kindergarten, if they don't already have it, or for postschool activities.

There is just not enough money to go around. The local school board has to make a decision with regard to how it is going to use these funds.