

This level of funds permits OEO to establish both summer and full year programs in every State in the Nation and in every territory. I am very happy to say that this year we will be adding the Mariannas to the Headstart program which is the furthest west extension of our program, matching Puerto Rico on the eastern side.

I am also very happy to be able to say that 38 percent of our programs are in rural areas and that we are coming very close to achieving the distribution between urban and rural areas which corresponds to the incidence of poverty.

The committee has already expressed an interest in who are operating Headstart programs and I think that it is important to note that the picture differs significantly between summer programs and full year programs. In the summer programs approximately two-thirds of them are operated by public school systems, about 10 percent by private school systems, and the remainder by private nonprofit agencies, including community action agencies.

On the other hand, in the case of the full year programs only one-third are operated by public school systems, 10 percent by private schools, 29 percent by community action agencies, and 25 percent by private nonprofit agencies, such as settlement houses and special purpose Headstart groups.

Approximately 60 percent of the children served by Headstart are white children and approximately 40 percent Negro. Of the white children nearly one-third come from Spanish speaking families. In addition to Spanish we have children from Portuguese, French, Eskimo, Indian, and a number of other language backgrounds and we have had to devote a good deal of attention to language development techniques.

Most of the children in the summer programs, nearly 80 percent, are over 5 years old, but in the full year programs only about 40 percent are 5 years of age, most of them being 4 years of age or younger.

I think last year in testifying before this committee we explained that when Headstart began we decided that we would abandon the normal standards of quality in programs and we would put programs where they were needed.

This often meant taking a program or approving a Headstart program in a community which really lacked the resources and the talent to do a topnotch quality job. But once having made that commitment to start those programs in the areas which really needed them the most we then thought it was necessary to exert a tremendous effort to upgrade the quality of those programs.

We tried to do this primarily through the vehicles of training and technical assistance. I think that overall nearly 10 percent of all Headstart funds are being put into training. We have a wide variety of activities for both professional and nonprofessional staff. We have a wide variety of techniques including such things as ordinary inservice training programs operated and organized by the local group with the assistance of a series of regional training officers which we have funded at universities.

We now have 42 regional training officers at various universities whose primary job is to work directly with local grantees in helping them to improve the quality of their programs.