

jumped from 20 percent the first year to 65 percent in the second year and we are very hopeful that in this third summer of Headstart that the proportion will reach as high as 90 percent.

We have had complete cooperation with HEW in support of the health efforts and I want to cite particularly the work of the Public Health Service Dental Division which provides consultation on dental programs to all of our grantees.

It has done an absolutely fabulous job on that. We are now negotiating an agreement with the American Academy of Pediatrics which will provide similar kinds of consultation in pediatric medical areas to all of our grantees.

This year we also spent a good deal of time on improving parent participation. I think this has become one of the really strong points of the entire Headstart program. We have now a cadre of part-time parent experts who can work with communities in improving that part of their program.

Last month the much respected Child Study Association which is a national organization devoted to research on children's programs, began to train staff in parent programs under contract with us.

We have prepared now a total of six films which are being used in parent activities and by and large I am very encouraged with the way the parent program is going.

I am happy to say that the Headstart's interests in parents participation is having a significant impact on school programs as well and several school programs have adopted one or more of the Headstart's key elements of parent participation.

I think it might be interesting to the committee to just list those key elements because I think too often that the words "parent participation" are interpreted in a single fashion rather than the multiple phases which are really involved.

The first of these is the consultation between the staff and the directors of agencies and the parent on what the program should be like and how it should be operated.

The second is participation of parents in the classroom as either employees or volunteers, and I might note that there have been a very substantial number of parent volunteers as well as paid employees, paid parents, in the classrooms.

The third phase is the teacher and other staff visits to the home to work with the family and to help them to understand what can be done in the home in support of what goes on in the classroom.

Finally the fourth phase, those educational activities which are conducted specifically for parents to meet their expressed desires for self-improvement and there has been a tremendous amount of that going on.

I expect that during the coming year we are going to spend a considerable amount of time and emphasize questions involving what goes on in the classroom, itself. As the committee may well be aware, there is a good deal of ferment in the thinking about what constitutes good child development practice for this age child and we have people at both ends of the spectrum ranging from highly structured programs to totally unstructured programs. OEO and Headstart, in particular, have always taken the position that there is no single kind of program which is good for young children.