

Rather what we want communities to do is to search out the knowledge about programs and to select for themselves that particular kind of program which makes the best sense for their community.

We do stand ready to provide technical assistance and consultation in this matter, but essentially the decision needs to be a local community decision. It seems to me that in a country as heterogeneous and individualistic as the United States that this is the only proper, and equally important, the only productive approach to good programs.

Let me turn now to what we have learned about Headstart during the last 28 months. We have invested something over \$4 million in efforts to evaluate the Headstart programs.

We have learned a great deal from these efforts, I think, although much remains to be learned in order to make conclusive judgments. Let me just summarize for you some of the general findings which come out of Headstart studies. No. 1, children who enter into Headstart programs have significantly lower scores than the normal child, usually in the general range of 80 to 85 on a scale of 100.

You have to understand that there are many different kinds of tests with different scales associated with them. When the children have been in a Headstart program at the end of that program they have made significant advances, in the range of five to 10 points, so that their test scores are somewhere around 90 to 95 at that point.

They are still below the norm, but substantially better than when they entered the program. These gains tend to be much greater for the children who were on the lowest end of the scale in the original testing and interestingly enough and I guess one might expect this from general development, much greater for boys than for girls.

Boys also test considerably lower than girls when they initially enter the program.

Once the children leave the Headstart program they tend to lose approximately five points of the gain during the first year after they have been in the program. So that they are generally better off than when they came into Headstart, but not as well off as they were when they left Headstart.

Here again the persistence of the gain is greater for the children who were the worst off to start, and particularly greater for boys.

Teachers generally rate children who have had Headstart as more competent and productive in their first year of school than those who have not had Headstart.

Parents are overwhelmingly enthusiastic about what happened to improve the abilities of their children in Headstart. Teachers rate parent participation in the kindergarten or first year of school as much higher for Headstart parents than for the parents of children who have not been in Headstart.

And we have numerous examples of communities that have never had successful PTA's now beginning to have a much more effective kind of parent teacher activity program because of participation in Headstart.

Sixth, there are notable health deficits in Headstart children, many of which if left untreated will cause significant problems for the children in the future. The most outstanding of these are in the dental area where the amount of dental problems is truly astronomic.