

that I ask what kind of information you can supply to us as to what you think as to where we are going with Followthrough.

Mr. SUGARMAN. I would be happy to, Congressman Steiger. We did develop in connection with the pilot programs a list of what we called essential criteria for approval of local programs. Let me make it clear that that applied only to the development of the pilot programs and we see those as tests of whether these, in fact, are sound principles.

There are 13 of these and in the interest of time it might be helpful for me to submit them for the record.

Chairman PERKINS. Without objection they will be submitted for the record.

(Information follows:)

ESSENTIAL CRITERIA FOR APPROVAL OF LOCAL PROGRAMS

Pilot projects for Follow-Through are required to meet the following criteria:

1. a program reflecting significant designs for effective approaches to cognitive, affective, and total personality development;
2. provision for comprehensive mental and physical health and nutritional services including diagnostic, preventive, curative, and rehabilitative aspects;
3. provision for comprehensive psychological, social and other pupil personnel services available not only for referral but also completely integrated with classroom activities;
4. maximum use of school, neighborhood and other resources (including welfare, recreational, social and cultural facilities) to meet the individual needs of children over a varied schedule—this could mean an extended school day and an extended school year program;
5. a program that guarantees the individualization of instruction through the use of effective practices and/or auxiliary personnel. This might include the use of small teacher-pupil ratios, aides, older children, and adult models.
6. responsibility for promoting meaningful parent participation in the total development of their children, for encouraging a rapprochement between parents and their schools for providing social and educational resources to strengthen family life and maximize opportunities for parents as well as children;
7. pre-service and continuing staff development as an integral part of the regular work assignment for all staff members involved in the program;
8. coordination and effective integration of all ancillary and instructional activities by a designated administrator in the school;
9. rather than isolated Follow-Through classes, projects should be integrated into the entire school program so that children served by Follow-Through will be located in groups that reflect the fullest possible social, racial and economic integration;
10. continuity with Head Start including transmission of records and continuing opportunities for Head Start and Follow-Through staff to exchange effective techniques and approaches and information and experience concerning individual children;
11. provision for program evaluation as an integral part of the total project to provide internal feed-back for program improvement;
12. provision of an uninterrupted experience designed to build upon the successes of Head Start and other similar programs for those children who participated in this type of educational activity during the previous year.
13. Provision for the development of an advisory council composed of representatives of community action agencies, persons from the neighborhood, and other appropriate community leaders to assist in the planning, implementation and operation of the program.

Mr. STEIGER. Mr. Chairman, could that also be made available to members of the committee?

Mr. SUGARMAN. Surely. These are criteria which were furnished to the local and State educational agencies.

Mr. STEIGER. I appreciate that.