

7. INSERVICE EDUCATION

A staff that understands the philosophy of compensatory education, the sociological conditions and problems, their roles in a newly conceived situation, and the technical aspects of curricular, methodological, and organizational changes is essential to transformation. Workshops and inservice education opportunities to develop these understandings are prominent during the first year.

The Kansas City school system was allocated \$1,800,000 in fiscal 1966 to spend in six months and \$1,600,000 in fiscal 1967 to spend in twelve months. Recreational, enrichment, and feeding programs developed in 1966 were minimized in 1967 because of better designed efforts to work on basic skills and less money to be spent overall for a longer period of time. To broaden our program to serve more children and to add desirable supportive services, we believe additional funds are needed.

We consider Headstart a desirable supplement to Title I and I believe it could be more efficiently and more economically administered under Title I.

Title III of the Elementary and Secondary Education Act (PL 89-10) has provided us with funds to create upon our application a county-wide Diagnostic and Behavioral Enhancement Center as a pilot and a request for operational funds to maintain the Center is now being considered by the U.S. Office. A second grant is providing opportunities to plan for the use of a computer in eighth grade science and mathematics. One or two other activities of an innovative character are in the application development stage.

Our school system, in summary, has benefited from Titles I, II, III, IV, the NDEA Act, the Vocational Act, MDTA, the Higher Education Act, grants from NIMH, PL 874 for the first time last year, the Equal Opportunities Act, and the Civil Rights Act. These acts have enabled us either to seek new directions or to fortify important but costly programs.

Especially critical in our judgment is the determination of a method by which appropriations from Congress for certain programs, especially Title I of PL 89-10 can be synchronized with budgeting for a school year to allow time for hiring personnel, securing materials, sound programming, and minimal organizational changes within the school year.

With respect to the current amendments before the House Committee on Education and Labor, I would particularly commend the amendments to the Vocational Act and changes in the National Teacher Corps.

One of the values of the National Teacher Corps is that one of the long-range outcomes should be identification of the direction change in teacher-training programs should take. There is a need to assimilate practical information into present teacher-training programs that equip the new teacher with the distinctive insights, knowledges and attitudes that will improve instruction for disadvantaged pupils. Hopefully, the colleges and universities who train teachers will soon refuse to consider a graduate to be a fully qualified professional unless there is adequate development in this area.

It seems to be entirely appropriate and reasonable to include the proposed amendment relating to the National Teachers Corps in the Title I Program because of the following reasons:

1. Title I is the major effort attacking problems of the disadvantaged.
2. The provision of the practical part of the training, extremely important for adequate development of a teacher sensitive and responsive to the needs of the disadvantaged, will be facilitated.

The development of the intern program should provide needed staff for Title I areas.

Funds may be inadequate to support "planning, development and operation" particularly if vocational equipment is to be included. Amendment should facilitate:

1. Meaningful articulation and cooperation between schools and industry.
2. Systematic examination and evaluation of present programs of vocational education.
3. Collaboration across school district lines to provide adequate vocational programs for larger areas.
4. Orderly consideration of vocational programs for post high school youth.