

Anglos. They ranged in age from 18 to 51 years. Of the 43 aides who participated in the program five were men. A majority of the aides had a high school education plus one year of college, and had worked one year in a nursery school.

The 89 teacher-participants included 81 women and eight men who ranged in age from 21 to 62. The majority of teachers had five years of public school teaching in kindergarten through primary grades, but less than a year of nursery school teaching experience. Nine teachers had master's degrees; 28 had done some post-graduate work; 41 had bachelor's degrees, six had completed three years of college, and the remaining had two years college.

PRE-PLANNING

The program was designed and developed by a Planning Committee comprised of members of the O.E.O. Training and Development Center staff which included five training consultants who were nursery school specialists and had been working all year in the Head Start program; three training counselors who were professors from the California State Colleges; the Head Start Project Director; and the Assistant Training Coordinator and the Training Coordinator of the Center, who served as chairman of the Planning Committee.

The Committee had recommendations for the training from the teachers, assistants and aides who had received their training from the O.E.O. Center and were now working in Head Start Child Development Centers. The committee worked to include these recommendations into the structure of the program.

PROGRAM STRUCTURE

The program had two parts: a June orientation, and an inservice training program for the 120 professional teachers and paraprofessional aides working in Head Start centers extending from June 27 to August 26. Twenty-two training consultants from the O.E.O. Training and Development Center assumed the responsibility for the inservice training.

This training included presentations and demonstrations in the use of instructional materials; workshops in the areas of music, art, science; orientation procedures for Neighborhood Youth Corps participants and neighborhood volunteers. The consultants also helped in developing programs for parent education and in organizing community action programs for support of Head Start projects.

SETTING

The training was conducted at two different sites to accommodate the geographical locations of the trainees. One was located in an elementary school in Compton, California and the other in a church in the South-Central Los Angeles area. Each facility had adequate rooms to accommodate small-group discussions and workshops and a large area for the entire group to participate in the general sessions.

Number of trainees at each training site

Location 1: Phillips Temple CME Church, Education Building, 971 East 43rd Street, Los Angeles, California.

Number of Trainees: 44 teachers, 29 assistant-teachers.

Location 2: George Washington Elementary School, Compton, California.

Number of Trainees: 45 teachers, 14 assistant-teachers.

STAFF

The training sessions were conducted by staff members of the O.E.O. Training and Development Center who were nursery school specialists and teachers in the field of Early Childhood Education. Personnel serving as consulting specialists and speakers included college and university professors, representatives from community agencies and organizations, and public school personnel.

IMPRESSIONS OF THE PROGRAM FROM VARIOUS POINTS OF VIEW

A significant feature of this program was the emphasis upon the team approach to the teaching of Head Start children. In previous training programs, teachers and teacher aides had been trained in separate groups. As a result of this separation, when the two came together in the classroom, there were many instances