

1272 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

In the words of the project proposal: "Coupling a team teaching approach with visiting specialists in various fields will produce a ratio of one staff member to six trainees, or an equivalent of three full-time staff members. During the initial four-week training phase one staff member will be working full time with the trainees as instructor and coordinator; in the practicum phase this individual will continue at half time with professional school personnel filling the other half-time supervisory function".

STRUCTURE OF THE PROGRAM

Setting

Classroom and office space were provided by Southern Illinois University. The Delinquency and Youth Development Project offered opportunities to observe in six preschool readiness centers. Faculty members of the University gave consultation in a number of specialties. Observation and practicum opportunities, as well as consultation with school personnel in relevant fields, were provided by School District #189.

The program in outline

The plan proposes three main phases for the program: (1) the exploratory and planning phase; (2) the training phase; and (3) on-the-job follow up. The first phase lasting from July 1 to September 1, 1966 included the development of parent-teacher-social worker-principal dialogues, composed of personnel employed in the East St. Louis Head Start Program. The objectives included exploring the possibilities of the method to develop inter-cultural communication; the attitude of professional school personnel toward socially disadvantaged children and their families and toward working with personnel selected from the indigenous poor; the attitudes of the poor toward working within the school setting; and techniques for the observation and analysis of interaction and change within the sensitivity groups themselves.

Discussion was continued with public school and Delinquency Study and Youth Development Project personnel to define the role of the family aide and to assess the value of aides to these agencies.

The second was the training phase, lasting through the fall school semester, October 3, 1966-January 27, 1967. In it the participants in the program were trained as family aides and taught such clerical and technical skills as are necessary for reporting to school personnel and aiding in the development of parent programs for preschool through grade 3. Mutual awareness, respect and communication between parents, trainees, teachers, principals and social workers were developed in sensitivity groups. In all of this training the intent was to continue the inquiry into the role of the family worker and the process of intercultural communication.

The training phase had two aspects: preservice and inservice. Preservice training included four weeks of lectures, discussions, demonstrations, films, role playing, and observations in preschool centers and the first three grades in school. The preservice training was followed by a twelve-week supervised work experience and continued inservice training.

Third among the phases of the program, that of on-the-job follow-up, was to be carried on in the spring school semester February 1 to May 30, 1967. The East St. Louis School District #189 has hired the trainees. The trainees will be followed-up and an evaluation made of the program by the Delinquency Study and Youth Development Project and the trainees' employer. Both the development and the research findings will be made by the Delinquency Study and Youth Development Project. Field experience will be carried on in connection with School District #189 and supervision will be carried on by the School District and the Delinquency Study and Youth Development Project.

Participant observers, it was planned, would join the training program and sensitivity groups to provide feedback to the program analyst on trainee attitudes, response to the training program and the trainees' view of the role of the family aide prior to and after employment. Data on children's classroom behavior, achievement and attendance would be gathered before the practicum and after the family aides had contact with parents. Data on the trainees' perseverance would be evaluated in terms of attendance, completion of the