

With the passage of the Economic Opportunity Act in 1964 and the Elementary and Secondary Education Act of 1965, the school system was able to develop a comprehensive educational program in depressed areas of the city to improve the academic and social competence of youth and adults and to promote healthy change in educational practices. With the advent of the Economic Opportunity Act, the Great Cities Program was expanded to embrace 33 schools and to establish the Extended School Project for an additional 51 schools. Other programs funded under the Economic Opportunity Act reflected critical needs as they had been discovered and researched in the Great Cities Project. Included among them were Pre-School Programs, School Health Consultant, Volunteer Services, Assistant Attendance Officers, Head Start, In-School Work-Training Programs, and Adult Literacy Programs.

Title I of the Elementary and Secondary Education Act of 1965 provided an opportunity to focus more directly on the problems encountered during the nine-to-three school day. Based on priorities established by parents, students, teachers, and administrators, a vast array of activities and services were provided to inner-city schools. In-service training, school camping, supplies and equipment, cultural enrichment, pre-school expansion, Great Cities expansion, educational television, remedial reading, job-upgrading expansion, project for pregnant girls, and junior high school work-training were components of the Title I program.

To more fully cover the scope of these programs, there is attached to this testimony a report that indicates the funding of various federal and state projects that have been carried on in Detroit from 1964 to the present time. With this report are a number of abstracts that detail the specifics of many programs successfully in operation.

I thank the Committee for inviting me to appear. The opportunity to be some part of the tremendous work that this Committee has done and is doing is most gratifying. The beginning of the first solid approach to meeting the needs of our under-privileged children really started with this Committee. The funding of these programs that you have so successfully put under way is our next big task.

#### ABSTRACTS

##### EDUCATIONAL TELEVISION FOR DISADVANTAGED SCHOOLS

The specific objectives of this project are to continue to offer quality programming to students in educationally and culturally deprived areas and to provide in-service teacher training. Approximately 115,000 students will be served by this project in the deprived areas of Detroit.

In order to carry on these activities, the following personnel are required:

|                                        |   |
|----------------------------------------|---|
| Full-time television coordinators..... | 2 |
| Full-time secretary.....               | 1 |

Rental fees for telelessons from outside sources will be provided for culturally and educationally deprived schools. This will insure students in the target area a complete range of television programming.

This staff is to work in the culturally and educationally deprived schools in cooperation with parents, teachers, administrators, and supervisors in order to develop the proper use of ETV in these areas. Support of this type is essential to a worthwhile program.

Provisions will have to be made for office space, supplies, travel expenses, and phone service in order to carry out these activities.

Finally, a workshop (3 days) involving a key person from each of these schools is most essential. It should take place as early as possible in the program.

A summary and outline of these services and facilities is listed below:

Tape Rental: September 10, 1966, to May 25, 1967.

In-Service Training: Continuous During 1966-67 School Year.

##### IN-SERVICE TRAINING

In order to develop maximum utilization of ETV in the classroom, two in-service training programs must be conducted. One program would concern itself with the skills and techniques required on the part of the classroom teacher in order to prepare key personnel with the administrative know-how necessary to conducting a successful program.