

School Because or Pregnancy, Cultural Enrichment Project, In-School Youth Work-Training Project (for Junior High School Students, 14 and 15 year-olds), Discretionary Development Fund for Disadvantaged Schools, Pre-School Child and Parent Education Project, Operation Go.

As a part of our obligation under Title I, we are designing this proposal for the purpose of developing a system of communication and dissemination which will serve the interests of educators, students, citizens, and governmental agencies. Teachers, administrators, and community residents must be adequately informed if they are to be successful in effecting change and stimulating interest in programs that deal with the problems of the disadvantaged.

Objectives

1. Gathering and making available to teachers information on research and the results of research, demonstrations, and projects which are applicable to and may hold promise for the local school district.

2. Providing citizens, both locally and nationally, with information about ongoing federal projects.

3. Establishing lines of communication with the local Community Action Agency, the non-public schools, colleges and universities, and other public and non-public agencies.

4. Compiling and cataloguing data which will have relevance for ongoing and future projects.

A federal projects communications specialist will be hired to handle matters related to report-making, publicity, and dissemination of information. Coordinating with project directors, he will produce materials which will facilitate federal projects. In providing any materials, consideration will be given to the needs and requirements of the Office of Education, the Detroit Public and Non-Public Schools, and the Department of Public Instruction.

The communications specialist, working in cooperation with the public relations staff of the Detroit Public Schools, will prepare a quarterly publication which will describe the progress on ongoing projects and provide other pertinent information relative to federal projects. In addition to the preparation of the quarterly document, other written material will be assembled and dispersed through appropriate channels.

The communications specialist will work closely with the Program Development Office and project representatives who are responsible for designing and developing federal proposals. In preparing materials for dissemination, the communications specialist will respond to the needs of the non-public schools and the projects directors of federal programs operating in the school district.

Evaluation

The effectiveness of the total program comprised of all of the projects submitted or to be submitted will be evaluated in one comprehensive effort. The design for this evaluation has been submitted. This evaluation will provide in depth information about all federal programs in the Detroit Public Schools.

COMMUNICATION SKILLS COMPONENT

THE PROBLEM

Large numbers of inner-city school children in Detroit experience difficulty in learning to read. When serious reading deficiencies develop and persist, students often meet with failure in their school work. Complicating and perpetuating the problem of large numbers of students with deficient reading skills is the fact that many teachers have had little training in teaching remedial reading. Secondary teachers, especially, are unprepared to teach the reading skills necessary in their content areas. Even teachers trained to teach reading often cannot provide effective remedial help in the regular classroom situation. Consequently, an intensive and comprehensive program for the diagnosis and treatment of reading and other language problems for disadvantaged children and youth is a critical educational need in Detroit.

GENERAL OBJECTIVES

In an effort to meet this on-going need, it is recommended that the Communication Skills Centers (CSC) Project, established in the past school year, be continued and expanded within the limits of the funds available. The general