

## PROGRAM EVALUATION

The effectiveness of the project to improve the reading ability of the pupils will be evaluated in terms of its expected outcomes, the services provided, and the methods used. A project evaluator from the Department of Educational Research, Detroit Public Schools, has been assigned to design the evaluation procedures and collect the data necessary to complete them. A preliminary report of the findings is attached to this project proposal.

## SUPPLEMENTARY COMMUNICATION SKILLS CENTERS

Inner-city schools enroll large numbers of students who are deficient in reading skills. Many factors contribute to their reading disabilities. Moreover, many classes contain a majority of students who are underachieving in reading, making it difficult for even a trained teacher to provide remedial help.

The Communication Skills Centers, as they are presently organized, are limited in the number of inner-city students whom they can help. Preliminary evaluation of the current project indicates that these students can make progress in small classes under the direction of competent remedial reading teachers. It is imperative that larger numbers of students be given the opportunity to profit from the Communication Skills remedial reading program.

In order to reach students who are not currently being helped, it is proposed that additional Communication Skills teachers be hired and the existing classrooms in project schools be utilized. These classrooms should be adequately equipped to offer effective remedial instruction. Teacher service would be distributed in the most efficient and equitable manner possible. Each additional teacher would mean that about eighty more students per week would receive instruction. These students would attend Communication Skills classes in their own school or in one near by, eliminating travel time and expense. Students with severe reading problems would be referred to the main Communication Skills Centers for more comprehensive diagnosis and remediation.

## READING PROGRAM DEVELOPMENT SPECIALISTS

The nature of the operation of the Communication Skills Centers makes it desirable to have an experimental or developmental program in addition to the current operational phase. It is proposed, therefore, that some Reading Specialists be assigned to the project to develop and test experimental techniques of teaching reading, to design and try new instructional materials, to involve instructional staff in researchable problems, and to encourage all project personnel to seek new methods of solving reading problems.

## GREAT CITIES EXPANSION COMPONENT

The Great Cities School Improvement Project and the Extended School Program have provided extensive programs in 27 and 51 schools respectively in recent years. In the summer of 1966, it was possible through the Elementary and Secondary Education Act to provide a Great Cities Summer School Project for all of the remaining Detroit Public Schools designated as part of disadvantaged communities.

In view of the success of the six-week summer project and the enthusiasm of the school staff, the community, and the students in this program, it is recommended that funds be made available to continue a program in the schools to follow up on the start made in meeting the educational needs of the disadvantaged communities.

The proposed program would be modeled after the major operations of the Great Cities Project and the Extended School Program. The actual extent of the program would be modest during the first year because of the need to establish clear understanding and commitment to project goals before launching programs of greater depth and scope.

Some of the purposes of the proposed continuation of the summer project are as follows:

1. Expanding the concept of the community school
2. Working for community involvement in assessing needs, planning, operating, and evaluating the school program and its relation to the community