

and the most needy on the other. Yet, many students who could use help receive none.

Each scholarship source has its own application forms, its own deadline dates, and its own processes. This leads to great duplication of effort, which is especially unfortunate in inner-city high schools where counselors must deal with a flood of problems. Because of this, many small funds go unused because they are overlooked, seem less promising, or the counselors' time has been exhausted in preparing applications for the "big" funds.

There is need for a thorough analysis of the situation with the objective of bringing order out of the chaos and increasing the probability that more students can be helped. As a first step, this will require a knowledgeable person to get in detail the facts as to exactly which students have not been aided and what changes could have brought them assistance. With detailed and specific information at hand, the Detroit Public Schools can bring together the major sources of aid and help them develop a unified application process so that counselors can develop and use the many smaller sources which, although each may seem relatively insignificant, yet in total amount to substantial figures.

A new development is built on the assumption that many inner-city students would show higher motivation during the junior high and senior high school years if they had the incentive of being assured of the financial means of getting high education should their records warrant admission to college. There is need, on the one hand, to interest more scholarship organization in this possibility; and on the other, to establish in the junior high schools procedures for identifying recipients for such incentive scholarships and bringing them to the attention of potential donors.

A person will be selected who combines interest in the subject and familiarity with the administrative processes to conduct the project and give leadership to the necessary activities.

One of the major discoveries during the summer of 1966 was that, when their interest was aroused in aid activities linked to professions, many of the junior high school work-study students showed both potential and interest for occupations which ultimately will require college education. It therefore seems wise and necessary to cope with the present semi-chaotic situation involving scholarships. Because counselors in inner-city schools are under great pressure in connection with all their duties, they are hard pressed by the necessity, on the one hand, to prepare different applications for the same students to a number of sources so that if a boy or girl is turned down by one he still has a chance with others. Also, there are many minor sources, on the other hand, which go unused. The objective of this follow-through would be to work out the following:

1. Develop a unified application form which could be filled out once and then mechanically duplicated to go to a number of sources.
2. Identify students of ability overlooked in the present process and develop means for calling them to the attention of scholarship organizations.
3. Expedite approaches to minor sources now unused because, although in cumulation they are substantial, each is small.
4. Interest sources of funds in awarding incentive scholarship at the junior high school level, and especially to work-study students, so that they can be assured of financial ability to go to college if their high school records warrant college admission. (One major donor, the Student Aid Foundation of Michigan, has a small pilot project of this nature at four inner-city high schools this year.
5. Work out procedures within junior high schools to make use of such possibilities as may eventuate.

PROGRAM EVALUATION PROJECT

PHASES OF THE EVALUATION PROGRAM

There are two phases of the Title I evaluation program. One is the study of the effectiveness of each of the discrete projects which make up the program. The other is the evaluation of the effectiveness of the total educational program which all the projects comprise. These are considered separately in the evaluation plans.