

this ideal achieved in some situations and not achieved in other. Participants in the project would study the history of home design and construction over the past 50 years in Detroit; would visit homes and apartments in desirable neighborhoods, average neighborhoods, and slums; and would study zoning laws and building codes and the procedures for enforcing them. The outcome would be a sound understanding of, and acquaintance with, housing in Detroit and the impact that housing has on students, schools, and education.

Project title: Intercity visitation program

Purpose.—To enable staff members to further their personal and professional development.

Procedure.—This project would enable teacher teams to travel to other urban school centers in eastern United States to study promising programs for disadvantaged children. Upon returning, the teacher would assist in teacher-training program development and information dissemination. In general, it is expected that teachers having such an experience would serve as catalytic agents in their local schools in effecting school organization and/or curriculum change.

DEVELOPMENTAL CAREER GUIDANCE IN ACTION

This program, to be carried out in cooperation with the Detroit Public schools, will focus on the aspirations and plans of the students themselves.

The program is designed to involve the school staffs of selected inner-city Detroit schools in better helping their students, using occupation and career as a focus for integration. In many cases, inner-city students have unrealistic occupational goals due to inadequate information. Consequently, the program will focus on realistic information and realistic goal-setting.

Inasmuch as the entire project is quite logically separated into two Phases: a training phase and a demonstration phase, the financing of the project may, consequently, be separated in the same fashion. In Phase I, the training phase of the project, the funds may be paid directly to Wayne State University both in the preliminary and continuing aspects.

In Phase II, the demonstration phase, professional guidance consultants will be placed in each participating school as the leader of a three-person team to help effect the program. The other two members of the team will be sub-professional members of the community. The first sub-professional will be a needy, deserving, qualified student from the senior high school in the project and will serve as a half-time clerical aide and school liaison person. The other member of the team will be an unemployed adult drawn from the community and will serve in a liaison capacity with students, parents, employers, and agencies in the community. Since these individuals will be operating in the Detroit Schools, their salaries may be paid through the Detroit Community Action Program (Total Action Against Poverty) to the Detroit Public Schools. It is clearly understood that their actions will be governed by the creators, initiators, and organizers of the project; Wayne State University, as represented by the project director, in continuing consultation with the co-director from the Detroit Public Schools.

During the past year the program, funded through the Economic Opportunity Act via the Office of Economic Opportunity, was operational in six Detroit inner-city schools. The schools involved were Kettering, Barbour, Burroughs, Rose, Stephens, and Hillger. This coming year will see the program expanded to four "new" schools: Joyce, Cooper, Chandler, and A. L. Holmes.

Based on a community recommendation that the program not be funded entirely through funds from the Office of Economic Opportunity, this year's program has been designed such that a portion of the budget will be funded through Title I of the Elementary and Secondary Education Act. This arrangement whereby funds from both OEO and ESEA are commingled is another fine example of the cooperation of the Detroit Public Schools, Wayne State University, and the various funding sources in carrying out program alterations based on community recommendations. Moreover, this arrangement dramatizes the role played by our local community in modifying program activity.

Since the demonstration phase is, hopefully, the first year in what is hoped will become an influential longitudinal project, evaluation will be carried out in a thorough fashion throughout the course of the project. An evaluation team from Wayne State University, operating out of the Detroit Public Schools' Department of Educational Research, will perform this function.