

**PSYCHOSOCIAL FACTORS  
RELATED TO THE DEVELOPMENT  
OF AFRICAN-AMERICAN ECONOMIC EMPOWERMENT**

**Exploratory Research  
Conducted in Southeast San Diego**

**for**

**THE BLACK ECONOMIC DEVELOPMENT TASK FORCE, INC.  
San Diego County  
California**

**by**

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## I. Rationale for the Study

The mission of the Black Economic Development Task Force, Inc. (BEDTF) is "to create an environment of economic opportunity emphasizing self-reliance and economic productivity". A fundamental assumption of the research project is that economic empowerment is, in part, a function of specific psychological and sociological variables. Variables such as self-esteem, level of aspiration, self-confidence, creative exploration, and the quality of social interaction have strong face validity value in terms of their relation to a felt sense of economic empowerment. A comprehensive and detailed perspective on the manner in which these variables interact to facilitate the emergence of a sense of economic empowerment should provide direction for the BEDTF to effectively achieve its mission.

## II. Objectives

The purpose of the research reported herein is to develop an understanding of specific behavioral variables that need to be understood in an attempt to strengthen the economy of the African-American Community in Southeast San Diego. The research is exploratory in nature, and represents a critical thrust in the direction of 1) launching the Research Center for Black Economic Development, and 2) establishing a base of qualitative data that can serve as a basis for hypothesis development to be tested in subsequent research.

Specific objectives of the research are:

- (1) To better understand the relationship, between psychosocial variables and the development strategies of economic empowerment. How might economic opportunities be received and managed by Black consumers?
- (2) To gain an understanding of diversity and individual differences as these factors relate to strategies for achieving self-reliance and economic productivity. How do coping strategies vary?
- (3) To understand the behavioral impact of economic forces on the lives and lifestyles of African-Americans residing in Southeast San Diego. In what way do these forces shape their perceptions?
- (4) To create a community-based dynamic forum of social exchange for the stimulation of innovative ideas to create an economically stronger Black community. Greater cohesion should result from creative synergy and emotional catharsis.
- (5) To identify sources of human resource strength which serve as a basis for a collective foundation for economic empowerment.

### III. Key Questions

Three questions are essential to the focus of the research:

- (1) How many different psychographic types can be identified?
- (2) What are the various demographic profiles specific to each psychographic type? Who makes up the group?
- (3) What strategies are indicated for economic empowerment for each psychographic segment?

### IV. Content Issues

A discussion guide was developed to explore issues related to:

- (1) self concept
- (2) Self-esteem
- (3) relationships (family/friends/acquaintances)
- (4) levels of aspiration (goals)
- (5) identification and use of human resources
- (6) creative expression
- (7) entrepreneurial tendencies  
(See Section: Interview Process)

### V. Research Strategy

A total of 10 focus group interviews were conducted at the Educational and Cultural Complex from September 21-28. Each group consisted of 8-10 respondents. Each interview lasted approximately 1-1/2 hours and was tape recorded. The groups were mixed in terms of demographic variables. The following segments were represented.

- |                  |                   |
|------------------|-------------------|
| ● Homeowners     | ● Teens           |
| ● Renters        | ● Single Parents  |
| ● Married Adults | ● Business Owners |
| ● Single Adults  | ● Employees       |
| ● Seniors        | ● Unemployed      |

Respondents either resided in; were employed in; or, had businesses in Southeast San Diego.

Other variables were also considered in the recruiting process:

- Gender
- Education
- Income Level
- Occupation
- Length of Residence
- Children in Household (under 18 yrs)

Confidentiality of taped recording was insured.

## VI. Recruitment Process

### Stage One

Initial contact was made with potential respondents to determine general interest. Possible participants were recruited from SDSU, San Diego City College, ECC, office workers in Southeast San Diego and downtown. In specific, black business, especially beauty parlors and restaurants, were contacted. Door to door contact was made in the Encanto area.

### Stage Two

With lists obtained from stage one and referrals, telephone calls were made to more than 200 people to screen, obtain commitment, and assign meeting time. A follow-up call was also made the night prior to the assigned time to remind and re-confirm.

(See Appendix A - List of Respondents)

## VII. Recruitment Team

The recruitment team consisted of the following:

Joan, Harry, Beverly, and Lorraine Ringgold.

## VIII. Research Team

Students enrolled in Afros 250 (Black Psychology) at San Diego State University (Fall 1991) participated in the research. Each student observed the groups, recorded observations, and made a class presentation on the experience. The students were:

Jessica Butz  
Layla Fitzhugh  
Edgar Davis

Vincent Smith  
Angelo Henry

The Research Director, Dr. Herbert L. Coverdale, psychologist, conducted the group sessions and analyzed the data with the assistance of the above-mentioned students.

#### IX. Interview Process

The topics covered in the interview process are listed below. The content of task and discussion included:

A. General Introduction:

Purpose of the research . . .

"To stimulate ideas and to provide a data base of information to be used by the BEDTF to develop strategies to strengthen the economy of Southeast San Diego."

B. Guidelines for Discussion

C. Free Association

(Purpose) To develop an understanding of the psychological reactions to concepts related to the economy and Black lifestyle.

(I.E./WEALTH, MONEY, INVESTMENT, SACRIFICE, TOGETHERNESS, ETC.)

(See Appendix E)

D. Imagination: Lottery Win or Land Inheritance

(Purpose) To understand issues related to personal resource management.

E. Imagination: Financial Gift or Land Inheritance to Group

(Purpose) To understand the issues and psychological demands related to teamwork effort.

F. Personal Resource Perspective: Perception of individual strengths that could contribute to collective economic empowerment strategies.

(Purpose) To understand what each individual feels she or he can contribute to the Black community "resource bank."

G. 20th Century Contributions to Building a Stronger Black Economy:

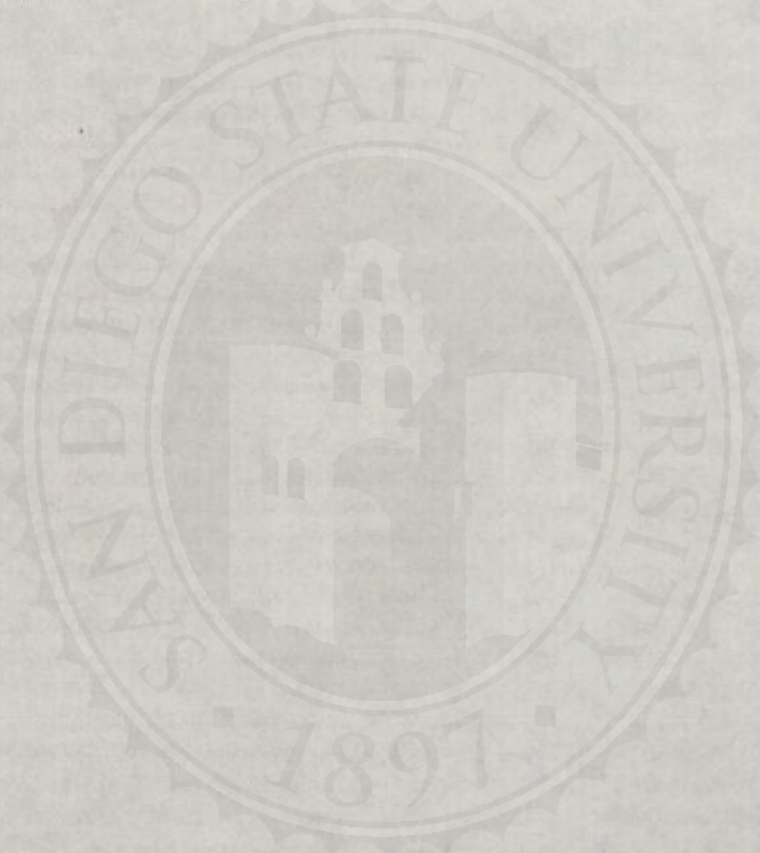
(Purpose) To understand the nature and extent of historical and contemporary images related to Black economic empowerment.

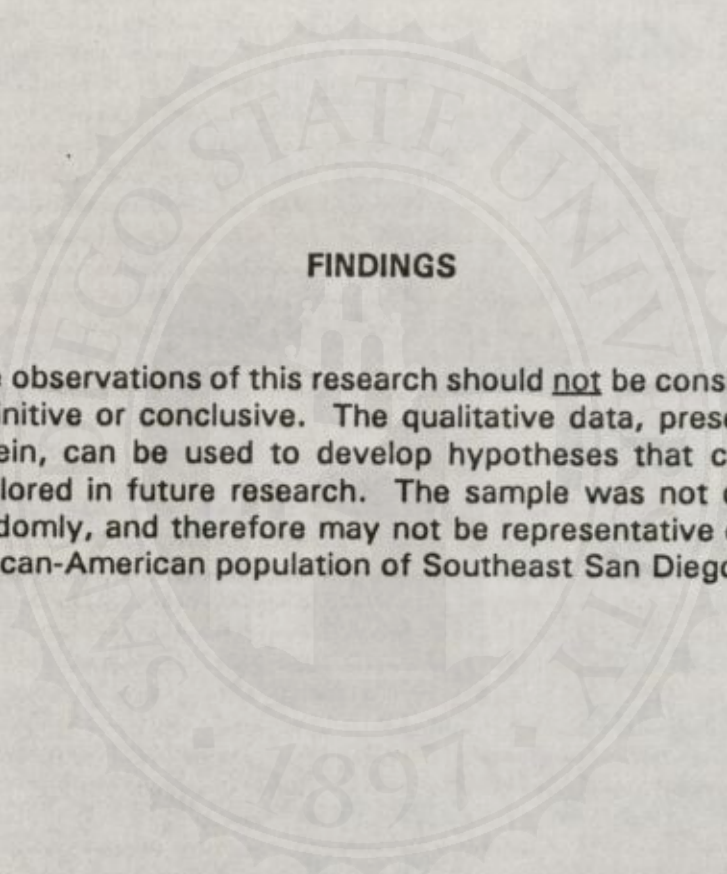
H. Imagination: Ultimate Black Economic Growth and Solidarity

(Purpose) To explore visions of the future in which the ultimate of Black economic empowerment has been achieved.

I. Perceptions of Southeast San Diego:

(Purpose) To explore perceived strengths and weaknesses.





## FINDINGS

The observations of this research should not be considered definitive or conclusive. The qualitative data, presented, herein, can be used to develop hypotheses that can be explored in future research. The sample was not drawn randomly, and therefore may not be representative of the African-American population of Southeast San Diego.



**REACTIONS TO CONCEPTS RELATED  
TO THE ECONOMY AND BLACK LIFESTYLE  
(FREE ASSOCIATION)**

A total of fifteen concepts were presented to the respondents in each group. Respondents were asked to associate freely to each concept - allowing any and all ideas, thoughts or feelings to surface. Responses were evaluated in terms of (1) Latency of Response, (2) Emotional Expressiveness, Positiveness vs. Negativity, and (3) Psychological Distance.

The accompanying Perceptual Map shows the relationship among the concepts in terms of two key dimensions:

1.    Emotionality (strong-mild)
2.    Comfortability (comfortable-threatening)

The four quadrants in which the concepts are positioned are distinctly different in terms of meaning:

Quadrant A:	Strong Emotion	-	Comfortable
Quadrant B:	Strong Emotion	-	Threatening
Quadrant C:	Mild Emotion	-	Comfortable
Quadrant D:	Mild Emotion	-	Threatening

Each axis (Emotionality, Comfortability) is a continuum varying in intensity. The concept of Happiness, for example, evokes strong emotions and is quite comfortable. Black Economy, in contrast, is not as emotionally charged, but is considerably threatening.

Since twelve of the fifteen concepts fall into quadrants A and B the majority of the concepts are perceived as relatively strong in terms of emotional content. "Investment", "resource", and sacrifice are the exceptions.

Key observances are as follows:

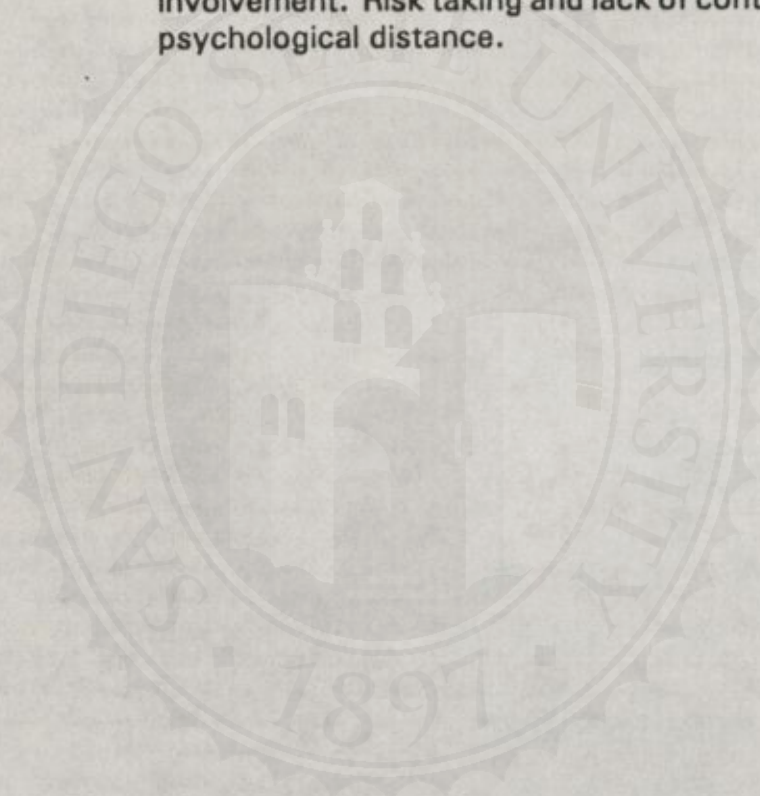
Quadrant A:       This cluster of concepts convey a sense of comfort due to associations with family and close friends. A sense of warmth, intimacy and dependability is conveyed. One is in control. There is a sense of commitment, togetherness and love. The only concept in Quadrant A that is not psychologically connected is "wealth" (the least "comfortable").

Quadrant B:       Relatively strong in emotion and conveying a sense of threat are the six concepts in this cluster. "Black community" and "Black economy" are the most threatening followed by

"poverty", "trust", and "complacent". "Money" is the least threatening. The repertoire of associations reveals a sense of detachment and loss of control. There is a sense of threat to personal identity and self-esteem.

Quadrant C: "Resource" and "sacrifice" are perceived as mildly emotional and slightly comfortable. Both concepts lack concreteness. Their slightly abstract nature combines with a sense of uncertainty. They lack power or dynamism, and are relatively passive, in nature.

Quadrant D: "Investment" stands alone, and is perceived as mildly threatening, and conveying a moderate level of emotional involvement. Risk taking and lack of control underscore the psychological distance.

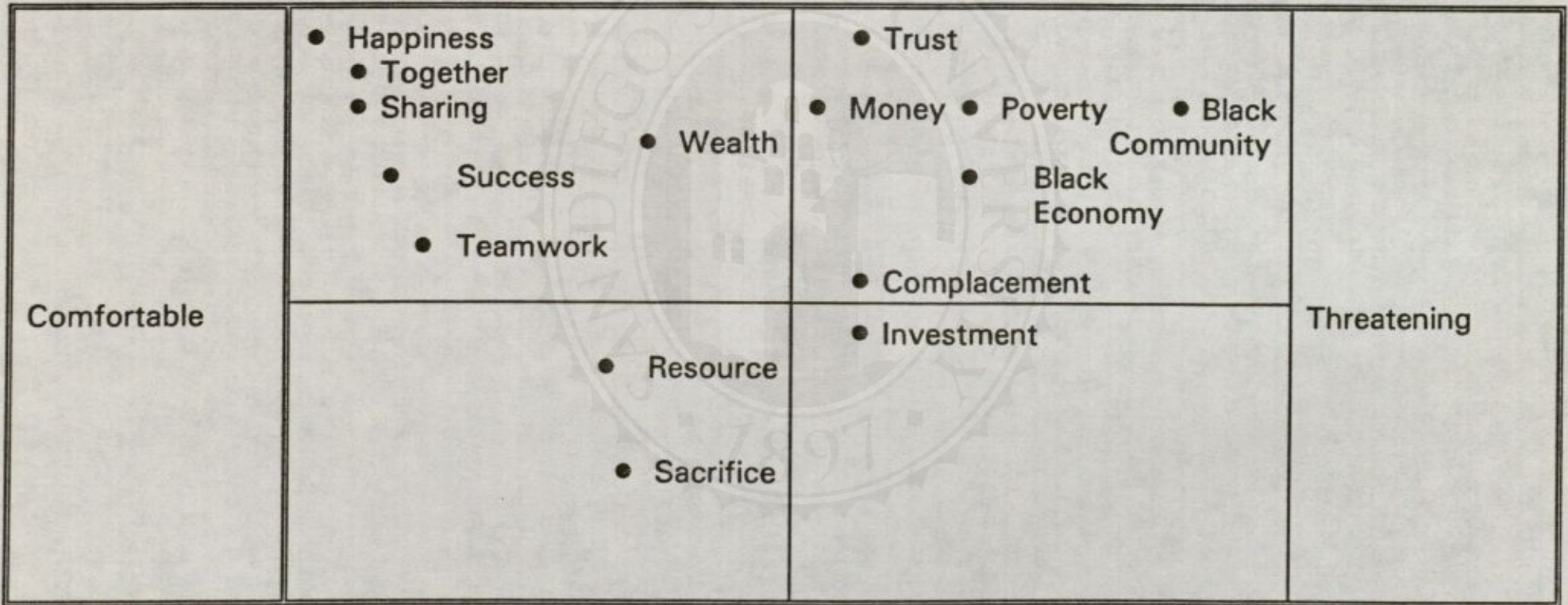


# ECONOMY AND LIFESTYLE PERCEPTUAL MAP

Strong  
Emotion

A

B



C

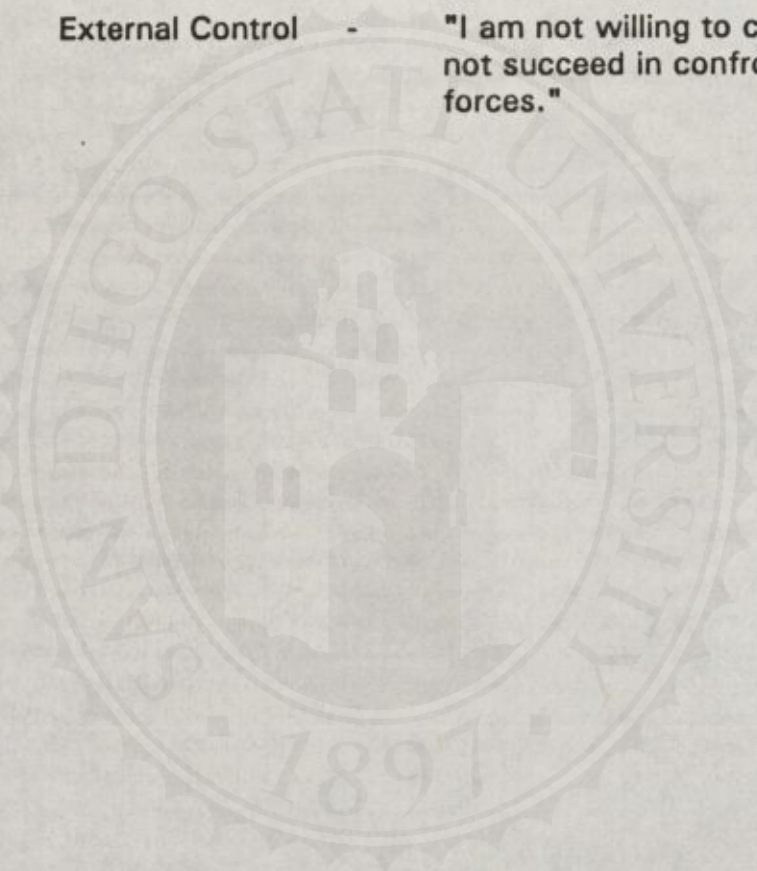
D

Mild  
Emotion

There tended to be considerable consensus in the denotative and symbolic meanings conveyed by the concepts. The key difference between respondents was expressed in terms of the relative degree of optimism or pessimism associated with the threatening aspect of any concept.

This difference in perception would appear to be associated with one's locus of control in the world - internal vs. external.

- Internal Control - "My faith, commitment, and determination will overcome all obstacles."
- External Control - "I am not willing to confront, or I will not succeed in confronting negative forces."



## LOTTERY WIN OR LAND INHERITANCE (IMAGINATION EXERCISE)

Respondents were asked to imagine one of the following scenarios:

1. \$50,000,000 Lottery Win
2. \$250,000 Land Inheritance (SESD)
3. 100 acre Land Inheritance (SESD)
4. \$100,000,000 Lottery Win

Each respondent was asked to write on a piece of paper:

1. Initial and subsequent feelings
2. Initial and subsequent thoughts
3. Anticipated things they might do.

### Anticipated Feelings and Thoughts

Based on comments and observations respondents fall into one of the following categories:

1. Self Control: "I'm in shock and I need to isolate myself to control my feelings."
2. Inform Others: "Wow! I'm rich, let me tell the world."
3. Denial: "I don't believe it. . . this couldn't happen to me."
4. Vindictive: "Wait till they see me now. . . . I'll show them."

### Anticipated Behavior

With few exceptions respondents felt that the money from the lottery would be allocated as follows:

- (1) Take care of personal financial matters (ie/mortgage, car payments, credit cards, bills, etc.)
- (2) Next, to care for needs of family members.
- (3) Next, to give money to close friends.

- (4) Then, to invest.
- (5) Finally, to travel.

Respondents tended to differ significantly in terms of:

- (1) The extent to which they would obtain financial counsel to manage their new resource.
- (2) Their concern for control over themselves. One woman commented, "This could be frightening. . .I'd be overwhelmed with concerns that I might change dramatically... Things in me might come out that have been repressed all of my life."
- (3) Their anxiety over managing the relatively smaller amount (\$250,000) . . . . "It might go real quick if you don't watch out."
- (4) The perceptions of their social environment. Some felt that change was inevitable in terms of family, friends, co-workers, and acquaintances. Some felt that they could be forced into a new world. Some denied this type of social transformation.
- (5) The extent to which they would give to the church (usually expressed in terms of 10%).
- (6) Awareness of taxes on the money.

Land inheritance was dealt with somewhat differently. Emotional involvement was, clearly, not as strong. The general orientation was to provide for others in terms of pressing social needs:

- (1) Provide for the homeless.
- (2) Take care of teenage mothers and their children.
- (3) Allocate land to build new churches.
- (4) Build homes for seniors.
- (5) Build factories and programs for skill development and job training.

Seldom did respondents express concern over:

- (1) The location of the land
- (2) The value of the land
- (3) The need for counsel.

## FINANCIAL GIFT OR LAND INHERITANCE (GROUP)

Respondents formed groups of 2-3 members and were asked to imagine that they had recently received a financial gift or had inherited 100 acres of land in southeast San Diego. Financial gifts varied from \$10,000 to \$100,000. Each team was asked to (1) discuss the situation in terms of "resource management strategies", and (2) to think of ways to increase the likelihood that they would make sound and profitable decisions.

Implications of a shared resource raised several key issues.

- (1) Vulnerability: "How much control am I "losing" or "giving up" to the group?"
- (2) Trust: "How do I know I can trust these people? . . . What can I do to increase my sense of trust?" Strategies ranged from "investigating their past" to . . . "It's my responsibility to bring out their best by being open and honest with them."
- (3) Talents: "What skills and abilities do they have?"
- (4) Harmony: Can I get along with them? (Personality Differences)

A critical difference among respondents was in the area of ego-involvement ("This belongs to me.") and control ("I want to make the decisions myself").

The more mature, business-oriented types found it easier to adopt a "WE" posture. The less mature, ego-centric types found a "ME" posture more comfortable.

Most respondents:

- (1) Did not express a need for, or understanding of the value of legal counsel (ie/contracts, agreements, etc.)
- (2) Had no sense of strategies to enhance the health and productive orientation of the team (ie/Trust, communication, common goals, etc.) The possibility of a "mutual comfort zone" created anxiety and stress.

## PERCEPTION OF PERSONAL RESOURCES

When asked what qualities, skills, abilities, or personal resources each respondent could contribute to a strategy for economic empowerment in Southeast San Diego, introspective and self-reflection revealed the following:

- Good natured
- Organizational ability
- Flexibility in working with diverse groups
- Congenial nature
- Motivate and inspire
- Honest
- Loving Person
- Self-confidence
- Objectivity
- Reality-orientation
- Creativity
- Leadership ability
- Good listener
- Team player
- Dedication

Specific job related skills and abilities mentioned were:

- Computer and data processing
- Teaching
- Counseling
- Researcher/statistician
- Clerical skills
- Work with children
- Public Relations

Perceived barriers to the utilization and maximal impact of personal skills and abilities was almost, without exception, externalized.

- (1) "Blacks are not motivated"
- (2) "Blacks don't cooperate"
- (3) "Blacks don't want to grow"

An infrequently expressed attitude focused on:

- (1) The need for patience.
- (2) The need for tolerance.
- (3) The need to understand individual differences.



## 20TH CENTURY CONTRIBUTION TO BUILDING A STRONGER BLACK ECONOMY

### Introductory Note

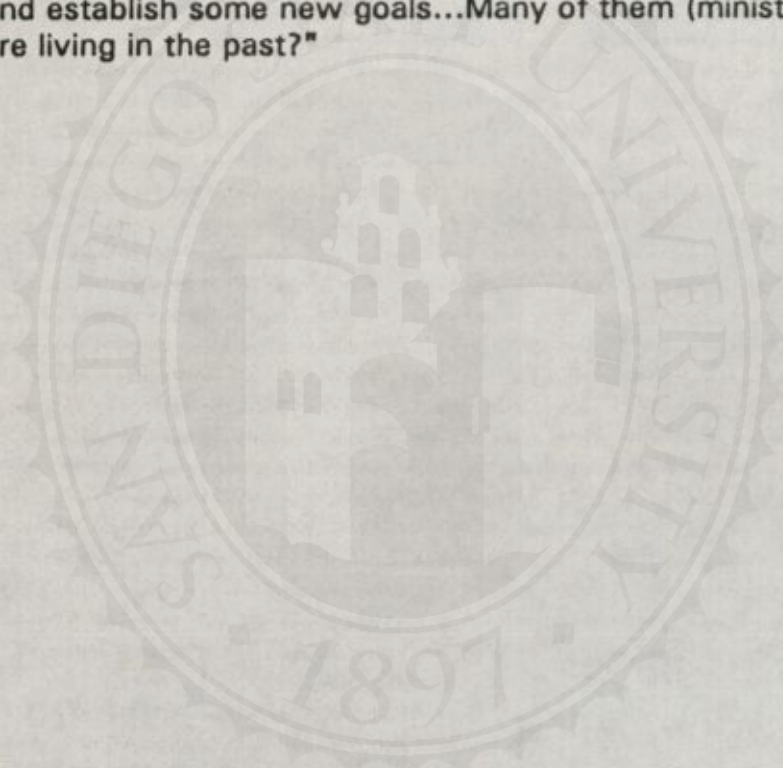
Generally, reactions were slow to emerge, and when they did responses were characterized by uncertainty. There was a general sense of "psychological distance" from this issue.

### National Contributions

PERSONS	PLACES	EVENTS
Marcus Garvey	Black Colleges (role models)	Integration of the military
Magic Johnson	Atlanta (progressive)	Harlem Renaissance (1920's)
Booker T. Washington (Tuskegee)	Chicago	ORGANIZATIONS
Martin Luther King	Philadelphia	Nation of Islam (Black Pride Independence)
Bill Cosby	Oakland	Black Militants (1970's)
Oprah Winfrey	Washington D.C.	Motown (Entertainment)
Jesse Jackson	Virginia	United Negro College Fund
Andrew Young	Los Angeles	Black Enterprise
George Johnson (Cosmetics)		NAACP
Carl Rowan		Churches (non-specific)
John Johnson (Publisher)		
Michael Jordan	LOCAL CONTRIBUTIONS	
Black Athletes	Willie Morrow (Radio Station)	
Black Entertainers	George Stevens	
Gov. Wilder	George McKinney	
Angela Davis		
Madam C.J. Walker		
Sammy Davis Jr.		
Lena Horne		
Minister Louis Farrakan		

Discussion revealed intense emotional concern and felt need for a more dynamic, collective, and visible African-American economic development effort in San Diego.

- "San Diego's black community is in a coma . . . vegetating"
- "We (black people) have a serious identity problem in San Diego . . . . We need a healthier group identity for the development of a stronger, and healthier black economy"
- "Historically, our strength and unity had been in the church. Our churches and ministers need to wake up and establish some new goals...Many of them (ministers) are living in the past?"



## ULTIMATE BLACK ECONOMIC GROWTH AND SOLIDARITY

Respondents were asked to use their imagination, and to construct a vision of the future in which Blacks had achieved the ultimate in economic growth and solidarity. Each respondent was asked to:

- (1) Describe what she or he imagined in terms of specifics. What were people doing? Where were they? What did they look like?
- (2) Think about how it got that way?
- (3) In what year did this occur?

### Imagination Orientations

A continuum of scenarios ranging from optimism to pessimism were described and discussed.

1. **NOT POSSIBLE ORIENTATION:** A sentiment expressed by a few respondents was that this could never happen "due to: (a) the insidious influence and impact of racism, and (b) the devastating slave mentality of Blacks. There is no vision, and there is a feeling that things will never change and that a neurotic, dysfunctional status quo will be a perpetual reality.
2. **TRANSFORMATION ORIENTATION:** Blacks would achieve the goal of economic empowerment, but at the expense of "loss of racial identity." Blacks would emerge in business leadership positions, but they would become psychologically "white", denounce black racial heritage. One woman remarked, "I saw us physically turning white and becoming devious and corrupt like the white man."
3. **ANNIHILATION ORIENTATION:** Blacks would achieve economic success and material wealth, but

would be systematically "wiped out" by the racist white society.

4. COMPETITIVE ORIENTATION:

Political, social, and economic struggles will continue, however, Blacks will persevere. Emphasis is placed on the emergence of strong black leadership. "Survival of the Fittest" is the rule and ruthlessness and materialism reign supreme.

5. COMPETITIVE ORIENTATION:

Blacks achieve success by emphasizing the cooperative spirit and learning how to make it work. Large numbers of Blacks "make it" in business due to mutual support and focus on the "group". A new cooperative work ethic emerges. Creative blending of resources, mutual respect, group effort make this all possible.

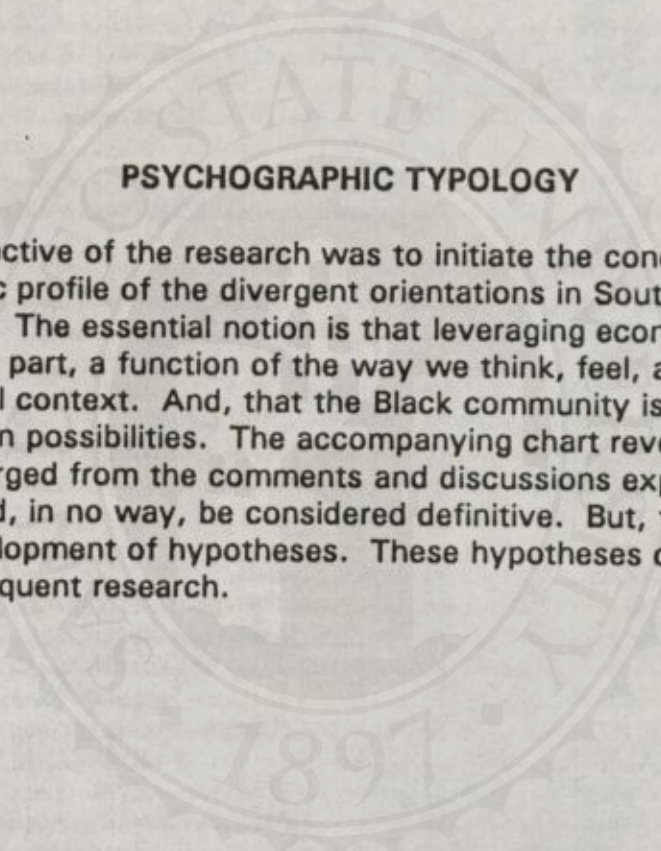
6. UTOPIAN ORIENTATION:

A dream-state vision in which focus is placed on the family and social dynamics. Everyone is "smiling", people are "holding hands and singing". Children are playing on clean streets with beautiful houses and manicured lawns. People are driving expensive cars downtown to shop, and black businesswomen and businessmen are well dressed. Entrepreneurship and successful family enterprises are focal.

Year estimates of when this change would occur ranged from 1995-2035. The majority of respondents gave estimates around the year 2000.

**PERCEPTIONS OF  
SOUTHEAST SAN DIEGO**

Strengths	Weaknesses
● Educational Opportunities	● Gangs
● Nation of Islam	● Drugs
● Survivor Orientation	● Black on Black Crime
● George Stevens	● Confused clergy
● Value of Land	● Illiteracy
● Knowledgeable Black Business persons	● Expense of Property
● Rich history	● Graffiti
● Diversity (place of origin)	● Lack of Unity
● Weather (physical climate)	● Organizational Conflict
● Educational leaders	● Leadership Crisis
● Strong spirituality	● Low self-esteem
	● Unhealthy motivations
	● Lack of respect (no direction)
	● Weak family structure
	● Unemployment
	● High School Dropouts
	● Black men in jail
	● Slow to change
	● Behind the times
	● Violence
	● Weak black media
	● Reactive (not proactive)
	● Negative stereotypes
	● Lack of skills
	● Poor communication skills
	● Mass mistrust



## PSYCHOGRAPHIC TYPOLOGY

A basic objective of the research was to initiate the conceptual development of a psychographic profile of the divergent orientations in Southeast San Diego's Black Community. The essential notion is that leveraging economic empowerment opportunities is, in part, a function of the way we think, feel, and behave in a personal and social context. And, that the Black community is quite diverse in terms of orientation possibilities. The accompanying chart reveals a psychographic typology that emerged from the comments and discussions experienced in this research. It should, in no way, be considered definitive. But, the formulation does stimulate the development of hypotheses. These hypotheses can be tested and expanded in subsequent research.

**DOMINANT  
ECONOMIC EMPOWERMENT  
ORIENTATIONS**

**OPTIMISTIC**

<p><b>INDEPENDENT CREATIVES</b></p> <p>"Wow! What an idea! This is exciting. We can do it."</p> <p><b>"WE" FOCUS</b></p>	<p><b>SELF-CENTERED ASSERTIVES</b></p> <p>"Hey! I'm going to make it at any cost move out of my way.!"</p> <p><b>"ME" FOCUS</b></p>
<p><b>DOGMATIC DEFEATISTS</b></p> <p>"They'll (Blacks) never make it, they pull each other down."</p> <p><b>"THEM" FOCUS</b></p>	<p><b>DEPENDENT DREAMERS</b></p> <p>"It (economic progress) will never happen, but I wish it would."</p> <p><b>"US" FOCUS</b></p>

**EMOTIONALLY  
STABLE**

**EMOTIONALLY  
UNSTABLE**

**PESSIMISTIC**

Each dominant type has the following characteristics:

A. Independent Creatives

This type tends to be socio-centric. The welfare and growth of the group is most important. They see themselves as creative, in control, goal-oriented, cooperative, and flexible. They see themselves as leaders, trendsetters, and innovators. They do tend to be sociable, but enjoy being by themselves quite often (loners). The most ready-to-accept economic empowerment type has a strong sense of racial identity, Black consciousness and Black pride.

B. Self-Centered Assertives

This type tends to be conservative, and quite traditional. He or she is quite ego-centric and dogmatic, but is optimistic about Black economic empowerment because they believe strongly in their abilities to control. A problem lies in their insensitivity to others, and their sometimes ruthless nature. Racial identity is bolstered by a strong, but neurotic sense of self-worth, and they view themselves as leaders.

C. Dogmatic Defeatists

The strongest pessimism is conveyed by this group. Low self-esteem combined with a lack of focus on goals, and a pervasive sense of not being in control. They are self-centered, rational (but confused) thinkers, dogmatic, and quite comfortable in their follower role. They struggle with their racial identity and have difficulty in the area of trust, teamwork, and a cooperative spirit.

D. Dependent Dreamers

They are followers who feel comfortable in their role, but show tremendous trust and respect for leaders. They are concerned about the welfare of others, have lots of creative ideas, but are lacking in goal setting and focus. They are strongly driven by emotions but spend a lot of time "wishing" and "hoping". They are not "take charge" people, but they do feel they belong to the group. A strong sense of racial pride and consciousness is present.

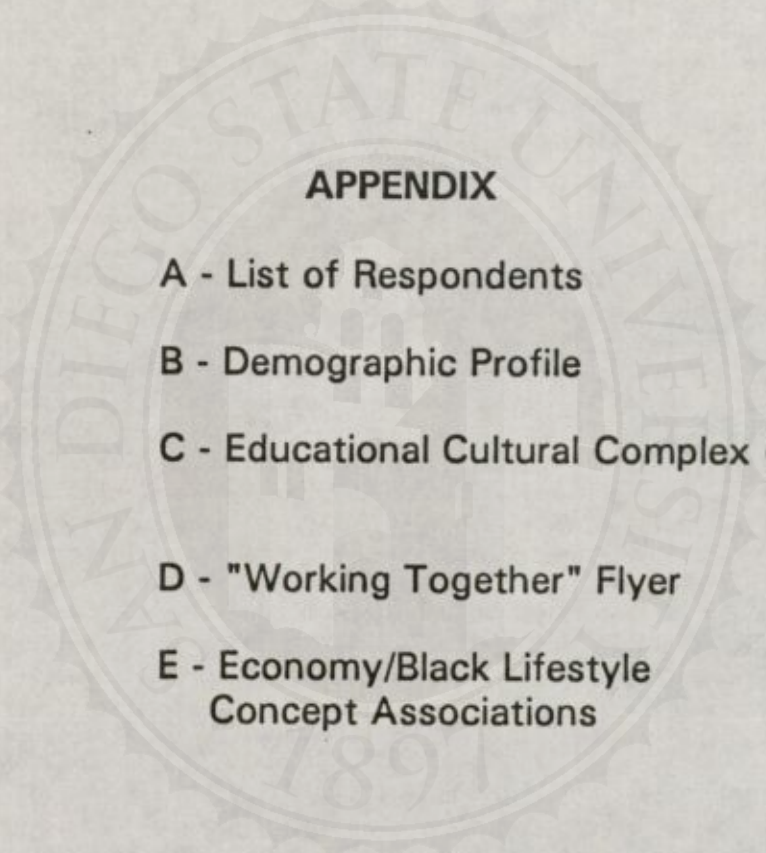
It is hypothesized that:

- (1) Each of these orientations will react quite differently to economic empowerment opportunities.



- (2) There is overlap between orientations within the individual. The assumption is that one of the types tends to be dominant.
- (3) Economic empowerment strategies can take advantage of the synergy among the orientations.





**APPENDIX**

A - List of Respondents

B - Demographic Profile

C - Educational Cultural Complex (ECC)

D - "Working Together" Flyer

E - Economy/Black Lifestyle  
Concept Associations

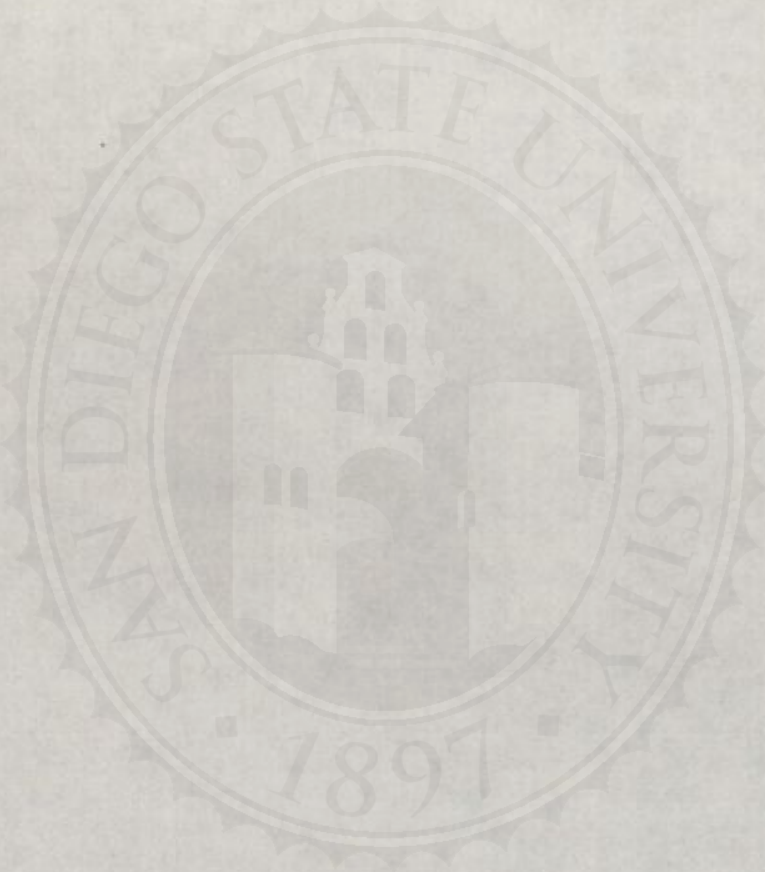
Agreement

## RESPONDENT LIST

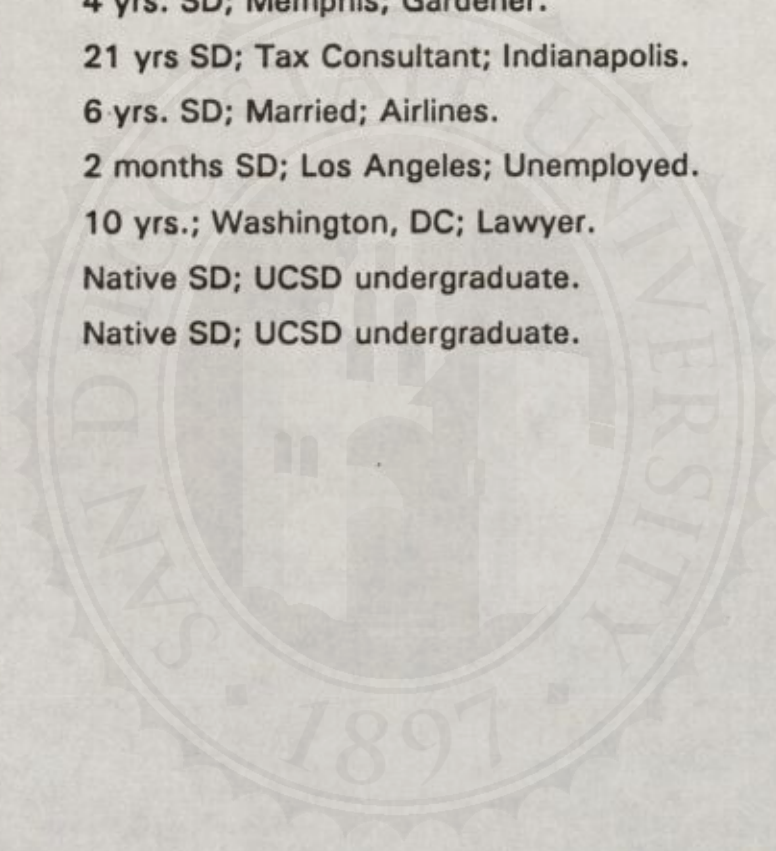
1. Jim 30 plus yrs. SD; retired Navy; two grown children.
2. Joan 30 plus yrs. SD; Undergrad Student; Brooklyn NY.
3. Willie 25 plus yrs. SD; retired Navy; Cabinet maker; real estate interest.
4. Anthony Native SD; UCSD Graduate; La Jolla Playhouse Management.
5. Thomas 30 plus yrs. SD; SDCC Employee.
6. Lehla Native SD; SDSU Student (undergraduate).
7. Dennis 10 plus yrs SD; Social Services; Married.
8. William 5 plus yrs. SD; Martial Arts.
9. Edward 2 plus yrs. SD; Oakland, CA; Married.
10. Alexton 1 yr. SD; Undergraduate Student; West Indies.
11. Clara 20 plus yrs. SD; Single; Arkansas.
12. Wayne 25 plus yrs. SD; Active Military; Omaha, NB.
13. Rick 4 yrs. SD; Military.
14. Bernice 15 plus yrs. SD; Married; Houston, TX.
15. Flora 25 plus yrs. SD; Mississippi, TX.
16. Akubula 10 plus yrs. SD; AAOU.
17. Linda 25 plus yrs. SD; Elementary Teacher.
18. Andre 20 plus yrs. SD; Married.
19. Mark 20 plus yrs. SD; Brooklyn, NY.
20. Deborah 20 plus yrs. SD; Teacher.
21. Sarah 30 plus yrs. SD; Principal (School); Real Estate.
22. Charles 45 plus yrs. SD; Retired Navy; Water Purification.
23. Deborah Native SD; SDSU Admissions; Cosmetics
24. Todd Native SD; Postal Service; Real Estate.
25. Naomi Native SD; Real Estate.
26. Yvonne 30 plus yrs. SD; Janitorial Service.
27. Balsara Native SD; Pacific Bell, T-Shirts; Crystal; Books.
28. Wimelda Native SD; Licensed Baker.
29. Shauna Native SD; SDSU undergraduate (Africana Studies).

30. Ray 8 yrs. SD; Postal Service; Retired Military; Louisiana; Financial Services.
31. Troy Native SD; Tax Auditor; South Carolina; Art gallery.
32. Leon 20 plus yrs. SD; Postal Service.
33. Paula 23 yrs. SD; San Francisco.
34. Lorraine 25 plus yrs. SD; Retired Postal Service; Brooklyn, NY.
35. John 2 yrs. SD; SDSU undergraduate; Hayward, CA.
36. Harry 30 plus yrs. SD; Postal Service; Brooklyn, NY.
37. Arrilya 17 yrs. SD; Oakland, CA.
38. Diane 4 yrs. SD; Washington State.
39. Cathy 24 yrs. SD; Political Activist; Texas.
40. Angelo 17 yrs. SD Native; SDSU undergraduate.
41. Sharon Native SD; HoTep Productions.
42. Shawn Native SD/25 yrs.; unemployed.
43. Keydrull 4 yrs. SD; Memphis; Modeling.
44. Deborah 1 yr. SD; Alabama; Computer Word Processing.
45. Azariah 4 yrs. SD; Navy; Grossmont College.
46. Fred 2 months SD; Los Angeles.
47. Walt 17 yrs. SD.; Philadelphia; Mortgage banker.
48. Priscilla 11 yrs. SD; Kansas City; unemployed.
49. Wanda 20 plus yrs. SD; Bus Driver; Oklahoma.
50. Sylvia 6 yrs. SD; Married; Unemployed.
51. Lloyd 35 yrs. SD; Married; Los Angeles; Baker.
52. Nick 30 yrs. SD; Carpenter; Chicago.
53. Bernice 15 yrs. SD; Unemployed; Maryland.
54. Cynthia 8 yrs. SD; Married; Dance Instructor.
55. Balsura Native SD; SDSU undergraduate.
56. Todd 3 months SD; Navy; San Francisco.
57. Sula 22 yrs. SD; Retired Teacher; Berkeley, CA.
58. Andrew 15 yrs. SD; Postal Service; Florida.
59. John 35 yrs. SD; Musician; Pittsburgh, PA.
60. Balsara 10 yrs. SD; Bronx, NY.

- 61. Sandra            6 yrs. SD; SDSU undergraduate; Birmingham, AL.
- 62. Cindy            Native SD; Married; Housewife.
- 63. Victor            6 yrs. SD; Psychiatrist; New York.
- 64. Linda            7 months SD; Los Angeles; Secretary.
- 65. Peggy            9 months SD; Los Angeles; Secretary.
- 66. Joe                22 yrs. SD; Houston, TX; Engineer.



67. Donita 14 yrs SD; Washington, DC; Housewife.
68. Angelique 2 yrs. SD; Unemployed.
69. Donna 1 yr. SD; Military; SDCC.
70. Ric 6 yrs. SD; Married; New Jersey.
71. Purcival 3 months SD; Married; Electrician.
72. Dee Dee 17 yrs. SD; Detroit.
73. Eric 12 yrs. SD; Singer; Oakland, CA.
74. Gregory 5 yrs. SD; Banker; San Francisco, CA.
75. Dawn 4 yrs. SD; Memphis; Gardener.
76. Sally 21 yrs SD; Tax Consultant; Indianapolis.
77. Marvin 6 yrs. SD; Married; Airlines.
78. Jesse 2 months SD; Los Angeles; Unemployed.
79. Dennis 10 yrs.; Washington, DC; Lawyer.
80. Charles Native SD; UCSD undergraduate.
81. Sam Native SD; UCSD undergraduate.



BLACK ECONOMIC DEVELOPMENT TASK FORCE, INC.  
SAN DIEGO COUNTY

COMMUNITY SURVEY 1991

Thank you very much for agreeing to participate in the group discussion. We are certain that your ideas will help build an economically stronger southeast San Diego. We have just a few additional questions that we would like to ask you. Your cooperation is much appreciated.

=====  
(Check the Appropriate Box in Each of the Following)

1. In which of the following categories does your age fall?

- |  |  |
|--|--|
| <input type="checkbox"/> Under 18 Yrs. | <input type="checkbox"/> 55-64 Yrs.      |
| <input type="checkbox"/> 18-25 Yrs.    | <input type="checkbox"/> 65 Yrs or Older |
| <input type="checkbox"/> 25-39 Yrs.    |  |
| <input type="checkbox"/> 40-54 Yrs.    |  |

2. Are you presently?

- |                                 |                                  |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> Single | <input type="checkbox"/> Married |
|---------------------------------|----------------------------------|

3. I have children living in my home under the age of 12 years

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. I presently own property in southeast San Diego

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

5. I presently own property outside of southeast San Diego

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

6. I own my own business

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

7. Our total household income:

- |  |  |
|--|--|
| <input type="checkbox"/> Under \$10,000    | <input type="checkbox"/> \$30,000-\$39,000 |
| <input type="checkbox"/> \$10,000-\$19,000 | <input type="checkbox"/> \$40,000-\$49,000 |
| <input type="checkbox"/> \$20,000-\$29,000 | <input type="checkbox"/> \$50,000 or more  |

8. I completed the following:

- |  |
|--|
| <input type="checkbox"/> Elementary School                                 |
| <input type="checkbox"/> Jr. High School                                   |
| <input type="checkbox"/> High School                                       |
| <input type="checkbox"/> Community College (Associate Degree)              |
| <input type="checkbox"/> Master's Degree                                   |
| <input type="checkbox"/> Doctoral Degree                                   |
| <input type="checkbox"/> Professional School (Law, Medicine, Dental, etc.) |
| <input type="checkbox"/> Secretarial School                                |
| <input type="checkbox"/> None of the above                                 |

Group \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

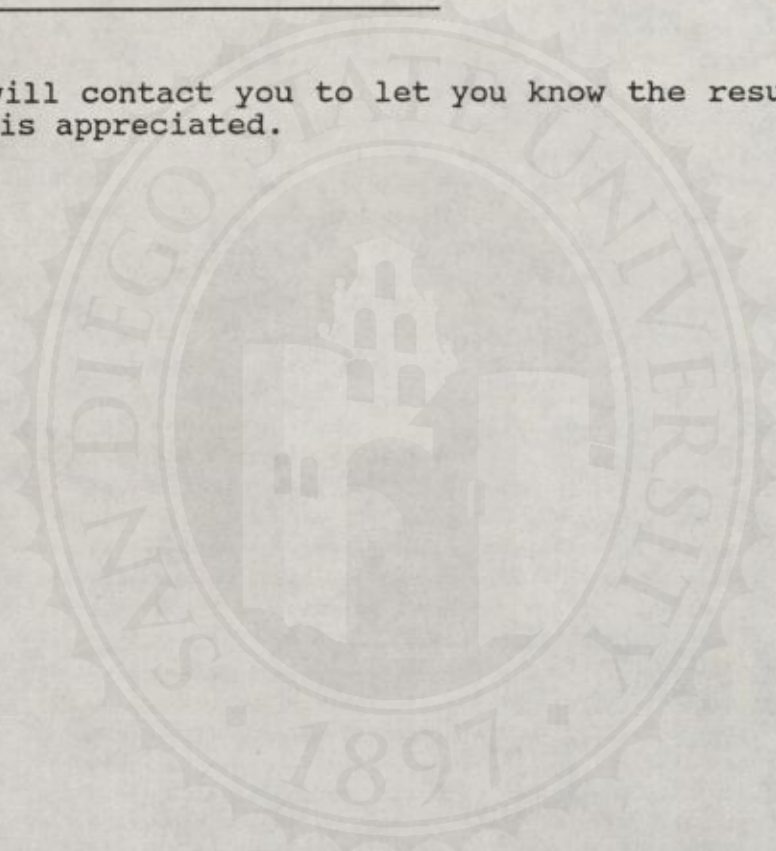
(Optional)

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Thank you! We will contact you to let you know the results of the survey.  
Your assistance is appreciated.





## DEMOGRAPHIC PROFILE

Age:	<u>%</u>	Own Business:	<u>%</u>
Under 18	7	Yes	33
18 - 25	25	No	67
26 - 39	30		
40 - 54	30	Income:	<u>%</u>
55 - 64	8	(in thousands)	
65 and over	-	Under 10	11
		10 - 19	9
		20 - 29	16
Marital Status:	<u>%</u>	30 - 39	18
Married	52	40 - 49	22
Single	48	50 or more	24
Children under 12 yrs.:	<u>%</u>	Education:	<u>%</u>
Yes	35	(highest level)	
No	65	Elementary	2
		Jr. High	9
Own Property:	<u>%</u>	High	32
Yes	24	Community	20
No	76	Bachelor's	21
		Master's	16
		Doctoral, Professional	--

APPLICATION FOR USE OF COLLEGE DISTRICT PROPERTY

EDUCATIONAL CULTURAL COMPLEX (ECC)

Program Support Services

4343 Ocean View Blvd.  
San Diego, CA 92113-1998  
(619) 230-2811  
FAX (619) 230-2038

**DISTRIBUTION**  
Prepare two copy set.  
Original to campus office  
shown at left. Copy for  
your file.

The Black Economic Development Task Force Inc.  
Name of Organization

Represented by Dr. Herbert L. Coverdale  
Officer/Agent

Street & Number 606 Third Ave. City San Diego, CA State CA Zip Code 92101

Telephone (619) 232-7280 Business Same Home

Hereby applies for permit to use District Property  
for the purpose of Conduct of Group Interviews (Research)  
A MINIMUM DEPOSIT OF 50 PERCENT OF THE TOTAL USE CHARGE IS REQUIRED AT THE TIME ARRANGEMENTS ARE MADE FOR FACILITY USAGE. POLICY 7325

- FOR CAMPUS COORDINATION
- W.Hoye; C.Cook
- M. Johnson;
- S. Kulant
- Master Calender
- Business Office
- Wm. Dowell
- Instructional
- Student Affairs
- ECC Campus Police
- Security
- Willie Redding
- Plant Supervisor
- Food Services

for the below listed dates and times:

Date	Hours		Admission will be charged	Yes	No
	Open	Close		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>9/14</u>	<u>11 AM</u>	<u>5 PM</u>	Funds will be solicited	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>9/16</u>	<u>11 AM</u>	<u>8 PM</u>	Other considerations	<input type="checkbox"/>	<input type="checkbox"/>
<u>9/17</u>	<u>2 PM</u>	<u>8 PM</u>	Specify _____	<input type="checkbox"/>	<input type="checkbox"/>
<u>9/18</u>	<u>5 PM</u>	<u>9:30 PM</u>	Special services/equipment requested	<input type="checkbox"/>	<input type="checkbox"/>
<u>9/19</u>	<u>5 PM</u>	<u>9:00 PM</u>		<input type="checkbox"/>	<input type="checkbox"/>
<u>9/21</u>	<u>11 AM</u>	<u>5 PM</u>		<input type="checkbox"/>	<input type="checkbox"/>

I, the undersigned, state that the property for which application for use is herein made will not be used for the commission of any act prohibited by law. Further, I and the organization named herein agree to hold harmless the District, its employees/officials, from all claims for damages or injuries arising from use of any property granted under this application; to fulfill the conditions and to observe the rules listed below.

- (1) Royalty payments under U.S. copyright law shall be paid by the permittee.
- (2) No activity shall be allowed which degrades the race, religion, nationality, color, sex, age, or handicap of any person.
- (3) No smoking shall be permitted, except as otherwise posted.
- (4) No selling or vending of any article shall be permitted.
- (5) No food or confections may be served in any auditoriums.
- (6) No alcoholic beverages may be on District property at any time, except in connection with a course of instruction sponsored by the District.
- (7) No furniture or equipment may be moved, except under District supervision.
- (8) The permittee is responsible for the care and protection of the property in their charge.
- (9) No religious doctrine may be taught or practiced, except as specified in the permit.

I certify or declare under penalty of perjury that the foregoing is true and correct.

Signature Herbert L. Coverdale Date 5 September 1991

**BLACK ECONOMIC DEVELOPMENT TASK FORCE INC.**

# **WORKING TOGETHER FOR A STRONGER BLACK ECONOMY**

***YOUR IDEAS ARE IMPORTANT!***

The mission of the Black Economic Development Task Force, Inc. of San Diego County is to create an environment of economic opportunity emphasizing self-reliance and economic productivity. Since we are an advocacy group, an important step in this direction is to involve the people residing and working in southeast San Diego. We believe that positive and productive open dialogue is essential to defining strategies for COLLECTIVE ACTION.

During the month of September 1991, group discussions will be conducted throughout southeast San Diego. LET'S GET TOGETHER and share our thoughts and feelings about creating a stronger Black Economy in San Diego!

If you or a friend are interested in participating in any of our discussion groups or need additional information, please phone us at 232-7280 between 9:00 - 11:00 A.M. and 6:00 - 8:00 P.M. Monday - Friday, Saturday 10 AM - 12 NOON.

**WE WELCOME YOUR IDEAS!**

Black Economic Development Task Force of San Diego County  
P.O. Box 12441, San Diego, CA 92112-2441

Complacent			
No initiative	Stagnant	Passive	Apathy
Passive	Fireplace	Black Community	No risk
America	Comfort	Widespread	Boring
Don't care	No motivation	Satisfied	Lazy
Fat	Unmoving	No risk	Indifferent
Black folks	Bad Habits	Black church	Dumb
No aggression	Ignorance	Standing still	Content
Black Community			
People	No support	Land	Stagnant
Poor	No jobs	Substandard	Beautiful
Lazy	Dependant	Division	Disarray
Distrust	Uncooperative	Networks	Growth
Negative	Crime	Drugs	Shooting
No Peace	Frustration	Exploration	A joke
Uneducated	Humorous	Ghetto	Togetherness
Diversity	Fear	Dividend	No conversation
Weak	No direction	Slow progress	No unity
Raped			
Resource			
Limited	People	Groups	Foundation
Family	School	Capital	Information
Mind	Library	Efficiency	School
Self	Children	Strength	Learning
Power	Imagination	Utility	Money
Connections	Cooperation	Education	Knowledge
Ability	Street Sense	Wisdom	Books
Money	Talent		

Together			
Couple	Trust	Networking	
Family	Walking	Unity	
Mother	Companionship	Peace	
Child	Teamwork	Friends	
Marriage	Love	Team	
Trust	Support		
Father	Foundation		
Trust			
Hard to find	Mother	Happiness	God
Friends	Father	Wife	Secure
Family	Time	Dogs	Jesus
The Lord	Love	Earned	Honesty
Self	Faith	Respect	Embraces
Understanding	Banks		Giving
Sharing			
Good friends	Family	Trust	Networking
People	Love	Commitment	Togetherness
Helping	Working	Abundance	Marriage
Giving	Children	Man-woman	Receiving
Caring	Teaching	Unselfish	Not enough
Everybody Benefits	Time	Mother	
Black Economy			
Lacking	Needs Collective Action	No support	Squander money
Needs help	On the bottom	No trust	Poor
Depressed state	Jealousy	Teamwork	No money
Hopelessness	Backstabbing	Family	Misunderstood
Misguided Resource	Ignorance	Raped	Business
Laz	Dependent	Jobs	Obscure
Mom & Pop	Potentially powerful	Scarry	In the red
	Slow	Frustration	None

Teamwork			
Togetherness	Commodity	Success	Resource
Unity	Working	Input	Communication
Power	Leadership	Responsibility	Make possible
Accomplishment	Happiness	Family	Support
Victory	Common Goal	Community	Dedicated
Pair	Black Panthers	Organization	
Happiness			
Mother	Grandson	Joy	Sharing
Child	Comfortable	Sun	Satisfaction
Son	Food	Holding hands	Peace
Family	Mentally stable	Shopping	Joy
Success	Secure	Togetherness	Understanding
Security	Unattainable	Love	Content
Achievement	Smiles	Harmony	Money
	Health	Freedom	
Investment			
Business	Future	Chance	Loss
Planning	Discipline	Time	Land
Bank	Stability	Money	Wisdom
Children	House	Gamble	Property
Power	Education	Opportunity	Real Estate
Savings	Foreign	Collective	Food
Capital Retirement	Commitment	Loans	Risk
Research	Taxes	Success	Shelter
	Security		Profit

Success			
Money	Happy	Faith	Motivation
Comfortable	Proud	Creativity	Determination
Goals	Power	Willpower	Teamwork
Good Family Life	Strength	Positive	School
Peace of mind	Knowledge	Ingenuity	Happy
Work	Education	Self-satisfaction	Sacrifice
Health			Maturity

