

Draft

SAN DIEGO INTEGRATION  
TASK FORCE

TO: Dr. Marvalene Styles, Chair  
Integration Task Force Race/Human  
Relations Committee

FROM: Harold K. Brown, Chairman *HKB*  
San Diego Integration Task Force

SUBJECT: Committee Charge

The ITF asks that you evaluate the school district's race/human relations program for its effectiveness towards increasing a positive racial atmosphere in the schools which allows minority students the opportunity to pursue an education free from penalties caused by racial attitudes.

The committee is asked to submit an interim written report to the ITF by January 1, 1981. A final written report should be submitted by April 1, 1981.

Because the area of race/human relations is considered a high priority in the charge from Judge Louis Welsh, a subcommittee of the ITF and a group of ITF monitors will be at your disposal to assist your committee. The monitors will be assigned to your committee and they will receive their assignments from you in regards to race/human relations matters. The monitors will also be assigned other tasks by the ITF. The ITF subcommittee will work along with your committee on a regular basis, but will not be members of your committee in a voting sense. The same applies to the monitors pertaining to voting.

Your committee will have the clerical assistance of the ITF's secretary and will be provided with supplies and materials as requested by you. Your committee will be compensated for automobile usage at the rate of twenty cents a mile and will be reimbursed for reasonable expenses associated with committee work. These expenses should have the prior approval of yourself and the ITF Chairman or his designee. Forms will be provided to you for this purpose.

The ITF extends its deep appreciation to you and the members of your committee for your acceptance of this invitation to participate in this most important and urgent issue.

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## EVALUATION TASK FORCE (ITF)

## 1. Mission

The mission statement was delivered to the committee by Mr. Brown: "Evaluate the school district's race/human relations program for its effectiveness towards increasing a positive racial atmosphere in the schools which allows minority students the opportunity to pursue an education free from penalties caused by racial attitudes."

## 2. Activities

- a. Received orientation from Yvonne Johnson and staff (group and individual meetings)
- b. Met with Mr. Littlejohn, Mr. Halfaker, Dr. Beam, Dr. Johnson to ascertain evaluation plans which are already in operation
- c. Met with monitors from the ITF
- d. Consulted with evaluation specialists
- e. Met with Mr. Brown, Ms. Yip and Dr. Beam
- f. Interviewed Directors
- g. Interviewed facilitators

## 3. Nature of report presented

- a. A critique of written materials which pertain to race/human relations programs and a summary of interviews/observations pertaining thereto.
- b. A summary and review of procedures utilized to 1)administer, 2)evaluate and 3)implement the race/human relations program.
- c. A critique of previous evaluations, including the 1)Kaplan and 2)Guthrie reports
- d. A proposed longitudinal model which would provide baseline data against which to measure outcomes. (Proposal forthcoming from Social Science Research Lab)

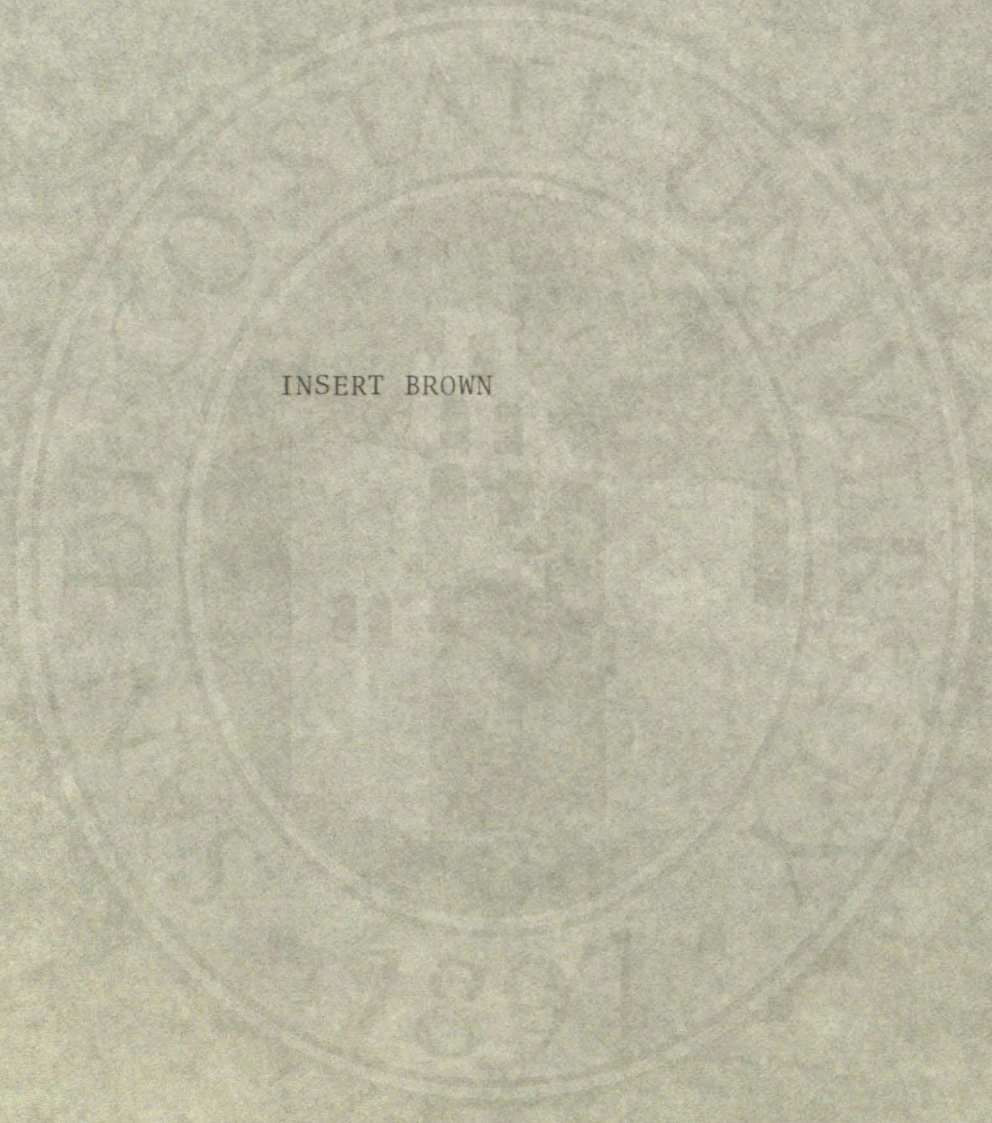
1. Train monitors
  2. Evaluate and standardize measures
  3. Draw samples to capture complete representation of racial group
  4. Measure change, not merely perceptions
- c. A summary of observations from Directors and Facilitators

## COORDINATION OF THE EVALUATORS

The task force appointed by ITF encountered innumerable other individuals, committees, monitors, task forces or public school employees who are designated the responsibility of evaluating the race/human relations program. It became apparent early that we "evaluators" are not focused on common goals and objectives, do not have either standardized or normalized procedures guiding our search, have not determined how the data can be codified, do not have a longitudinal model for the evaluation designs, and do not represent a common thrust. Evaluators are appointed, it appears, for the vested interest of their appointee, and it matters not how much it costs nor how much duplication and redundancy occur. The end product is a hodgepodge of disconnected activities which nullify each other.

If there exists a serious mission to evaluate the race/  
human relations program it must be placed under a neutral umbrella  
which is autonomous of all factions.

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The Community Relations Division has stated on their sheet, "Race/Human Relations: A definition" (1/13/78) that each R/HR program must deal with the three interrelated areas of race relations, human relations, and multicultural/multiethnic education. This section of the report deals with the materials used in the teaching of these three areas, with emphasis on the first two. The area of multicultural education is much more developed and this study would require more exploration to be at all comprehensive.

Twelve persons were interviewed to get the information upon which this report is based, representing Programs Division, Instructional Media Center, ESAA Project and ESAA Multicultural Resource Center, Elementary Counseling Centers, Evaluation Services, Race/Human Relations Team, Multicultural Education, and implementers of R/HR programs at specific school sites. In addition, some informal contacts were made, with R/HR facilitators, and school site personnel. Materials were collected and perused. In all cases the cooperation offered the interviewer was outstanding; the time taken from the busy interviewees work was extensive and their kindness and, indeed, enthusiasm has been very much appreciated by the Task Force.

#### I. Sources of Materials

A number of individuals, programs, departments, and divisions have a stated interest in providing R/HR education, and they offer diverse materials for the purpose:

R/HR Program

ESAA Multicultural Resource Center

Instructional Media Center

Elementary Counseling Centers/Guidance

Multicultural Education Specialist

Programs Division

Individual school sites

Community Agencies

This is not intended to be an exhaustive list. There are surely other people and programs pertaining to r/hr, and we regret that we could not get to them all.

The funding available for materials differs widely; in some instances monies are specified for R/HR materials, in other instances the nature of the materials is not specified, and in other instances there are no funds budgeted for resource materials for that program (e.g. Elementary Counseling Centers).

#### Description of Materials

##### A. Me-to-We

The single r/hr curricular materials distributed to all schools for use by teachers with students is Me-to-We: A Guide for Developing Positive Intra/Inter Personal Relations. There are seven labels labeled A through G, each corresponding roughly to a grade level K through 6, and one for use with grades 7 through 12. The activities are repeated as appropriate for more than one level.

Me-to-We is a compendium of activities developed by SDUSD for use by classroom teachers in four areas of emphasis: Self-Awareness, Cultural/Ethnic Awareness, Intergroup Relations, and Decision Making/ Problem Solving Strategies. Eighteen objectives have been identified under these areas, and the activities are organized according to these objectives. The activities are said to be developmental and sequential.

At the elementary levels the area of cultural/ethnic awareness is intended to be interwoven into the other three areas such that only some references for cognitive materials are included in the guides under this heading; the affective activities throughout are meant to include cultural/ethnic awareness.

Each guide contains a 3-1/2 page discussion of "The Teacher as Facilitator." There is also a list of selected multi-media materials available at the Instructional Media Center to support the Me-to-We program; these materials are referenced to the 18 Me-to-We objectives.

Besides classroom teachers, Me-to-We is used by Elementary Counselors, Counseling Centers and other elementary counselors and counseling aides, ESAA counselors, community aides, Special Educational personnel, R/HR Facilitators and aides, secondary counselors, and others who work with groups of students. Some of the activities are also used with parent groups and adult staff. We also includes objective-referenced

B. ESAA Multicultural Resource Center

In a bungalow at the parking lot of the Instructional Media Center an elementary and a secondary resource teacher have put together a collection of multicultural resources funded by ESAA to support multicultural education at the 76 ESAA schools. These resource teachers encourage teachers and other staff at ESAA schools to visit the Center, to become aware of the support available to them, and to check out the materials to use with students. The resource teachers also take sample materials to school sites, further to encourage their use. They have prepared elementary and secondary catalogues listing the resources under the following headings: American Indian Heritage, Asian/Pacific Heritage, Black Heritage, European Mediterranean Heritage, Hispanic Heritage, and Multicultural. The secondary catalogue also lists the books by school department (i.e., language arts, social studies, etc.). All of the listings except the books are annotated.

The materials from the Multicultural Resource Center are used at school sites both by classroom teachers and for R/HR programs.

C. Instructional Media Center by the Department of Urban Affairs, which cannot be considered curricular in nature, include information



The Instructional Media Center is the major district resource for all materials. They do not have a listing of materials dealing with R/HR, but do have the following three listings: "Multicultural Subject Headings in the A-V Materials Catalog" (77 headings, including Apache Indians, Chinese Poetry, Color of People, Folk Songs, Jewish, Human Relations, Mexicans in the U.S., Negro Authors, Prejudices and Antipathires, Samoan Islands, Taoism); "Serra Multicultural Media Fair; Selected Audiovisual Materials from the IMC: (17 items); and "Race/ Human Relations: Selected Audiovisual Materials from the IMC" (10 items).

As mentioned above, Me-to-We also includes objective-referenced listings of IMC resources.

D. Race/Human Relations Team

The R/HR Program Office has a library of books, pamphlets, reprints, training manuals, kits, etc. No listing of these materials existed when this study was initiated, but there is now a "Resource Library Shelf List" of the Race/Human Relations Program Office, dated March 19, 1981. The items are listed by topic.

In addition to these materials, each facilitator has his/her personal library of materials, both background information and materials used directly with students and adults. The facilitators have a great deal of interaction as a team, and share their resources with one another extensively.

The team also has a collection of multi-media materials (films, soundstrips, records) which are used for in-service with staff as well as for sessions with students. No listing is available at the present time.

Me-to We is also used frequently by the facilitators.

Other materials distributed by the Department of Urban Affairs, which cannot be considered curricular in nature, include information

The "Student/Counseling Center Handbook: A Preventive Guidance about the overall R/HR program, instructions for writing a site R/HR plan, "Title IX Handbook," which gives information regarding sex equity effective audiovisual materials referenced to the 18 objectives of in San Diego City Schools, and "The Foruth R: Relating," which is subtitled "A Teacher's Guide to Successful Strategies for Student Integration" and is intended to be used as a "how-to-do-it" guide for working with small groups. It provides models to be used in specific circumstances such as a PTA meeting, a student exchange, or a student ESAA Advisory Committee meeting. A list of resources, material and human, is included.

#### E. Elementary Counseling Centers

Sixty-two elementary schools include a counseling center. This program includes guidance services with a) a developmental approach with activities stressing positive personal growth for all students; b) a preventive approach with activities attempting to anticipate future problems and intervene early; and c) a remedial approach with activities designed to help with existing problems and immediate needs.

Because of the commitment of these schools to a preventive guidance approach which involves all students and which provides a staff person (counselor or counseling aide) at least part time for that purpose, services are listed as including:

"As resource centers for the total school guidance program, student/counseling centers provide assistance in developing continuous on-site race/human relations programs for students, school personnel and parents . . .

"Counselors facilitating the student/counseling center program serve as human relations consultants and coordinators for district integration efforts at school sites."

The " Student/Counseling Center Handbook: A Preventive Guidance Program" includes a listing of Guidance Department resources, with affective audiovisual materials referenced to the 18 objectives of Me-to-We.

There is a great deal of overlap with the materials listed in Me-to-We as being available through IMC, but this provides another source of the materials, and includes some different ones as well. Some state-level programs are listed, and an idea bank from San Diego schools.

The handbook also includes sections on program development, program implementation: student experiences, program implementation: staff development, and program implementation: parent involvement which could be adapted very usefully to a teacher's or school site's plans for human relations and race relations activities.

#### F. Multicultural Specialist

Me-to-We is distributed by the office of the district's multicultural specialist. A multicultural calendar is also distributed, giving teachers information about significant dates in many cultures. The ESAA Multicultural Resource Center functions under this specialist. Conferences, workshops, and other in-service activities, sometimes involving materials, are generated by the multicultural education specialist.

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#### H. Programs Division

The elementary and secondary specialists in subject areas (e.g., social studies, music, science, language arts) are responsible for seeing that instructional materials have built into them a "multicultural infusion" such that R/HR be an integral, on-going, and pervasive component of the materials, rather than added on.

~~In addition, any curriculum guide which is developed is to be~~

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#### G. Libraries/Media Centers

At the elementary level most libraries, media centers are directed by volunteers, clerks, or aides. At a few elementaries and at the secondary level they are directed by school librarians (professionals with teaching and librarian training). These directors have at their disposal some funds each year for augmenting the school's collection. The Instructional Media office sends out lists of possible purchases; these are not binding, but only informational. Most librarians tend to buy on the recommendation of teachers or out of their own enthusiasm for materials they've seen.

Thus, due to personal inclination, some of the school libraries are ver well stocked with materials having to do with race relations, human relations, and multicultural orientation. Other have very little.

One of the hopes of the resource teachers at the ESAA Multicultural Resource Center is that teachers or librarians at school sites will sign out their materials, find them useful, and use site funds to purchase copies, thereby contributing to wider circulation of the originals.

Some schools have developed their own programs for R/HR without using R/HR facilitators or the material commonly available. For example, Bell Jr. High has a full-time staff member whose task is to oversee race relations, human relations, and community relations. She has devised a program which involves every student on campus. She has drawn up a list of the materials she uses as resources for Bell's curriculum, some are available in the district and some are not.

Another example is Morse High School, where a race relations program was designed by staff members and uses materials generated on site.

In addition, any curriculum guide which is developed is to be reviewed by the multicultural specialist to make sure that any potential for inclusion of multicultural materials is not overlooked. A document from the Multicultural Educational Department entitled "Multicultural Curriculum Writing Projects--Secondary" offers guides to secondary teachers, for example, "in integrating cultural content in a particular subject area. . ."

A "Rating Sheet for Applying Criteria for the Adoption of Instructional Materials" includes criteria regarding sex roles, persons with exceptionalities, different lifestyles, and requires "Accurate portrayal of contemporary roles of racial, ethnic and cultural groups; accurate portrayal of historical roles of racial, ethnic and cultural groups; understanding of roles and contributions of racial, ethnic, and cultural groups; and "wide range of career aspirations and life styles for all racial, ethnic, and cultural groups." These are the only criteria having to do with racial/cultural/ethnic orientation in textbooks.

All materials are supposed to be assessed for meeting these criteria before being adopted by the district.

#### I. Programs developed at school sites

Some schools have developed their own programs for R/HR without using R/HR facilitators or the material commonly available. For example, Bell Jr. High has a fulltime staff member whose task is to oversee race relations, human relations, and community relations. She has devised a program which involves every student on campus. She has drawn up a list of the materials she uses as resources for Bell's curriculum, some are available in the district and some are not.

Another example is Morse High School, where a race relations program was designed by staff members and uses materials generated on site.

They have published a report of their program entitled "Ethnic Awareness Seminars: A Race Relations Program, Morse High School."

Some sites videotape discussions, which they present as a basis for further discussion with other small groups of students.

J. Community Agencies in Service. The school has recognized their need Agencies such as the Anti-Defamation League fo B'nai B'rith, Indo-Chinese Community Health and Education Project, and UPAC have created materials for use with students which have been part of the R/HR program of some schools.

K. County and State Resources. The multicultural specialist at the S. D. County Department of Education is a valued resource for materials as well as knowledge and skills in race relations and human relations programs.

At the state level there are a number of departments within the State Department of Education with resources regarding materials and process.

If positive race relations, human relations, and a multicultural orientation are to be fostered, then all materials with which students and staff come into contact must be considered as R/HR materials. Virtually everything, by omission or commission, makes a statement about the value of the various people in this country and on this earth. Math books have illustrations and word problems; science books have a place to include materials on scientists. When materials are not multiculturally inclusive and multiculturally sensitive, their message is just as loud as if it were spoken.

## II. IN-SERVICE

There was strong agreement among the people interviewed that for materials to be used effectively, on-going in-service is an

absolute necessity. There was further strong agreement that although much R/HR in-Service is offered to teachers, not enough teachers choose to take advantage of it and the effectiveness of the program is significantly diluted, therefore.

R/HR Facilitator In-Service. The R/HR team has recognized their need to keep developing themselves and their program, and has instituted a strong in-service program, involving one week in the fall, one week in June, 2-3 days every other month, and every Friday.

Staff In-Service. All staff members are required to fulfill 10 hours of R/HR process, which may take a number of forms. The R/HR team offers a series of workshops for which individual teachers may sign up, afternoons, evenings, and Saturdays. They do not receive pay; the credit received advances them toward a higher pay level.

Sometimes an entire staff uses a minimum day of their own time after school, before school, or week-ends to have the R/HR facilitator team present a workshop to them as a group.

Sometimes the staff chooses to use their minimum days or other time to meet the 10 hour requirement by having a speaker or taking a field trip. Some of these experiences lead to further skill, knowledge, or awareness on the part of the majority of staff members, and some of them lead to absolutely no growth in any area for anybody.

Sometimes R/HR facilitators or counselor center counselors conduct demonstration lessons in a classroom so teachers have a model.

Many staff members use materials and processes without sufficient training to be effective.

Counselor In-Service. District Counselors are often assigned to more than one school, and so may have difficulty in participating in the site staff R/HR activities as scheduled. Therefore, a structured

program of 10 hours of R/HR is provided the District Counselors by the R/HR facilitators, during working time.

Other counselors receive no more R/HR training than any other staff members (10 hours in some form) unless they choose to seek training on their own time. As we understand it, this is true of the counseling staffs of the Elementary Counseling Centers also, although they are dealing directly with R/HR as a curriculum for their students.

Some in-service programs for R/HR are very successful. As a group, however, it seems that staff and administrators are showing an enormous amount of resistance, even when they are not asked to put in extra time.

### III. RACE RELATIONS OR HUMAN RELATIONS?

The topic of race/human relations includes both the general area of interaction among humans and the more specific sub-topic of interaction among humans of different racial/ethnic backgrounds. On the whole, neither the lay person nor the professional educator has had training in being aware of, identifying, or dealing with the feelings, often buried, engendered by interaction with persons of other races. Neither group is usually conversant with an historical perspective which includes all races, nor are they aware of the gaps in their knowledge. They are often ignorant of the biases which American culture imposes on whites and non-whites. Finally, most teachers of any color find it at least somewhat frightening to launch into a new field for which he/she feels unprepared and in response to which he/she anticipates emotional response and conflict among the students.

For these reasons the Task Force was interested in obtaining data on race relations materials specifically, along with the human



relations data. Identifying the materials is not possible without reviewing them all, or at least going over them all with somebody(ies) who has reviewed them all. The titles are not sufficiently informative; human relations activities can become race relations activities by plugging in race to what is already there. Therefore, the best we could do at this time was to ask some questions during the interviews.

The question, "What proportion of the materials under discussion deal with race/relations?" was answered by a near-unanimous "Very few." "Are the race relations materials effective?" "Some could be if anyone used them."

### III. USAGE OF MATERIALS

There are no data available concerning who uses the R/HR materials, how much they are used, how they are used, or their effectiveness. We are told that Me-to-We is used quite a lot, but we are also told that it is not used because "teachers are not trained to deal with feelings." We are also told that the teachers are not supportive of R/HR or Me-to-We, their training in R/HR techniques and materials is inadequate because for many reasons they are resistant, and the net result is that the students are negative about R/HR.

The bimonthly R/HR reports turned in by each school includes materials used, but there are at present no summary data available.

There is this year a validation study of Me-to-We being undertaken by Evaluation Services. The study is said to ask whether there are changes in student behavior and/or attitudes related to the 18 Me-to-We objectives which may be considered to be the result of being exposed for a minimum of one hour per week to Me-to We activities. The data will be in at the end of this school year; the Task Force has

some question about the design of the study, regardless of the outcome.

To the question, "Are the R/HR materials used?" the answer was a near universal "no" or "Not enough." The multicultural materials are used but not the affective." And the questions, "Are the materials dealing with race and race relations used?" yielded a very strong "no", from one after another of the people interviewed.

(Note: Do we need somewhere a statement that we are looking in this paper primarily at the curricular materials for students, without spending much effort on training materials for staff?)

The ESAA Multicultural Resource Center reports that even when they take materials to the site, heroic measures are often needed to get the secondary teachers even to look at the materials, and sometimes no one checks any out.

#### IV. OBSERVATIONS

1. Many people are working very hard to spread the R/HR gospel. They come from a lot of different directions, different departments, different divisions. Some are recognized and supported, some are not. Some are working in close coordination, some are working in isolation and some are working at odds. There are occasional problems of turf. The administrative structure of the district seems to get in the way of the effectiveness of the R/HR program, seems to set up barriers, seems to discourage good human relations.

2. The materials dealing directly with race and race relations are limited.

3. Usage of affective materials is limited. And usage of racially oriented materials is reportedly extremely limited. "There are some excellent materials but they're not used."

4. There is a considerable amount of ill feeling on the part of school staffs toward R/HR on some campuses. In some instances this seems due to spoken or unspoken messages from the principal of indifference or active antagonism against the program. There are campuses where the teachers are discouraged from taking any "academic" time for R/HR, especially on the grounds that the community will object. On other campuses the principal is committed to the concept of R/HR, but many teachers are resistant anyway.

Some of the antagonism seems to come from an impression on the part of some teachers that what they are being asked to spend their time on is a waste of that time. They feel that the "program" is ineffectual or even counter-productive.

Some of the antagonism is toward what some staff members call "games." Apparently they do not understand that the idea is to practice relating in certain ways.

Some of the antagonism is the result of teachers feeling exploited. They have stated that if it is now required that they acquire some skills which were not required at the time they did their training, they should be given "company time" for the acquisition, as occurs in business.

Some of the antagonism results from the unwillingness of some teachers to consider that they have responsibility for the child's education in any area beyond the academic specialty they teach. Some of the antagonism arises from the teacher's personal discomfort with feelings and/or race.

5. Some of the ways minimum days are used are a mockery. Teachers from a majority high school go to a minority high school; the two staffs lunch together and then break up by departments; exactly six staff members from the majority school with an ineffectual R/HR program talk

about R/HR with one of the teachers who has originated an unusual race relations program which touches all students at the minority school. The rest of the visiting staff talks about math, science, or consumer studies, and ends the afternoon knowing no more about their host race relations program--or anything else having to do with R/HR--than before they came. And they call that a R/HR experience for all.

Another school quickly has a limited and innocuous R/HR activity, and then uses the time for departmental meetings. Another boards cars to go out to the Multicultural Resource Center, where they pick up and put down books until it's time to leave. Or they have their mandatory first aid training. Or an in-service on writing across the curriculum (naturally excluding the R/HR curriculum--which does not exist for most people).

Other school staffs achieve their 10 hours by requesting five two-hour workshops from the R/HR team. And others use all their minimum days for staff development in R/HR in some other way. They find it hard work. Perhaps they think it pays off.

6. The Department of Urban Affairs has set up a reporting system this year in an attempt to keep in touch with the way the school plans are being implemented. Their task is made much more difficult by the outright lying that goes on in some of the reports. Activities are reported as happening when they never happened at all.

7. The role of the chairperson and R/HR Committee varies widely from school to school. At some they are window dressing, at some they are to some extent genuinely involved but only in writing the plan. In schools where there is no watchdog function given to the committee, disillusionment and even cynicism sometimes result when the committee members have the impression that their hard work was for naught.

8. Secondary students are often not given the opportunity to be genuinely pro-active. R/HR is something that is done to them, not with them.

9. Many school sites have not yet established a procedure whereby anyone who feels there has been a racial injustice has a place to be heard. The standard procedures with counselors and administrators often do not seem to be effective with this issue.

14. At many school sites, the person in charge of the program spends many hours of uncompensated time, often in the face of lack of support from administration and sabotage from peers. The person filling this role receives no special in-service.

15. If a R/HR Committee at a school, or a concerned member of the school community, wishes to put together a R/HR program which includes a cohesive, logical, sequential series of cognitive and affective experiences for students and staff which will lead to changes in understanding, acceptance, and positive interaction with peers and others who are racially/ethnically different, there is at present no model of such a program. Me-to-We is an excellent collection of activities (and at the secondary level, some "lecturettes") but that is not a program even though a sequence is suggested. Resources are listed but not annotated, so it is not possible without personally reviewing everything to know which film strip would work well as a lead-in to which activity. One activity may build on another, but the link is not clear. Thus when Me-to-We is used it is often presented as discrete and unconnected activities. This is no problem when the activities are used by a classroom teacher on a regular basis as a supplement to a R/HR program. But if this is the program, then an enormous amount of work is needed to plan the appropriate selections, the building on each with the next activity, the connection

between the activities, the plugging in of audiovisual materials where appropriate and productive, the assessing of the breadth, the depth, the flow, and the development of the program.

A major lack is a debriefing process at the end of each activity which would enable the participants to understand what it is they have learned from participating. Experience has shown that both young people and adults need to have the activities consciously tied into their lives and their world, not simply by using circumstances within the activity which speak to their lives, but also by offering the structured opportunity to verbalize (and thereby discover) an attitude change, an understanding, a skill which has resulted from the session. In other words, what difference has the session made? If none, then maybe the people who object to R/HR have grounds for objection. On the other hand, maybe it's made a difference they're not aware of. Or perhaps a single session is not enough to accomplish that session's goal, and a follow-up is needed to continue in that direction.

17. Accepting that race relations are "simply" one aspect of human relations, it is nevertheless important to remind ourselves that interracial and interethnic understanding, communication, and conflict management are what is now lacking in society, and are what the R/HR program is supposed to lead to.

18. One of the impediments to an effective race relations program is the feeling on the part of concerned adults and older students that focus on race emphasizes differences and creates or exacerbates problems; they feel it is necessary to emphasize similarities and ignore differences. This is the "I don't see color, I just see people" syndrome.

#### V. RECOMMENDATIONS

1. A full-time or nearly full-time R/HR program director in each school, with status equal to that of teachers, to be the

This problem must be addressed directly with all staff and parents and with older (secondary) students. A presentation must be made pointing out how ignoring race denies the race of the non-white, denies the existence of his/her color and by extension denies his/her true self, and denies whatever life experiences he/she has had related to belonging to a different ethnic group. There are black people who feel that culturally they do not differ from the white mainstream, and they have a right to that view, so it is also important not to make assumptions about culture on the basis of color. Nevertheless, it is also important through the race relations part of the R/HR program to enable participants to understand that denying difference springs from fear of difference, and the goal is not only "I don't have to fear you because you are the same as I am," the goal is also "I don't have to fear you even though you are different from me."

19. Examination of a textbook adopted for use in Grade 7 AGP English shows a distinctly unicultural approach, with 24 of the 31 photographs in the book showing only white persons and 23 of the 33 artist's illustrations representing white persons and 6 showing mixed groups. The photos, dealing with ballet dancers, sailing, sea animals, and a number of European scenes seemed strongly culturally biased.

20. Some community based human services agencies are at present providing community based activities on and off campus which are designed specifically to impact on racial tensions within the communities which are disrupting the educational processes in schools. Thus they also are contributing to the R/HR effort.

## V. RECOMMENDATIONS

1. A full-time or nearly full-time R/HR program director at each school, with status equal to that of teachers, to be the site

R/HR resource person, trouble shooter, information provider, receiver of ideas, receiver of complaints, implementer of the R/HR plan, facilitator of student, staff and parent groups.

2. Strengthen the race relations component significantly. Provide paid in-service to assist the staff and administrators in understanding what it means to be white in America, as well as what it means to be non-white. Provide secondary students with a similar experience. Sensitize adults and students to the signs of present-day institutional racism. (There is much which cannot be changed by individuals, but by knowing it's there one can choose to be less influenced by it.) Rewrite M-to-We to include more race-oriented items, examples, situations, and conflicts. Address the problem of not wanting to include racial/ethnic differences in a R/HR program (see item 18 under observations).

3. Write a series of models for a series of classroom or small group sessions with students. Have a wide variety of options, but set up so that any single model could be put into action with no planning for as sequence, choice of activities, selection of AV materials, matching goals with activities, debriefing, matching activities to level of students.

Make it mandatory that every student in every school be exposed to one of these models annually.

4. Require magnet schools to include significant multi-cultural and R/HR components in all classes. For instance, the School of Creative and Performing Arts needs to teach ethnic dance, and Gompers should emphasize in science classes the contributions to science of non-white scientists.

5. Give the R/HR facilitators free time to pull together all that they've learned in these years, to organize their information, and to do writing.



6. Disseminate widely and effectively information regarding available materials for R/HR.

7. Seek more materials related to race relations.

8. Computerize usage data for R/HR materials in order to find out who is using what materials howmuch.

9. For the library/media centers, find out what materials are ordered related to R/HR, what criteria are used in their selection? What needs are the materials to meet? How are they used? How much?

10. Rewrite the "Rating Sheet for Applying Criteria for the Adoption of Instructional Materials" to include more specific criteria regarding racial, ethnic, and cultural individuals and groups.

11. Do a study to examine the actual usage of the above-named "Rating Sheet." Use a panel which includes secondary students and parents from minority groups to examine books which have been accepted using this sheet.

12. Identify the many fruitful arms of the R/HR effort (not "program"); provide them all with the support, resources, and coordination needed for them to be most effective.

13. Work with community based organizations to devise concrete methods for utilizing agency services on and off campus to support and augment the R/HR effort in the school and in the wider community.

PROGRAM FOR TRAINING AND USE OF IIF MONITORS

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... on a pragmatic basis, as opposed  
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**INSERT CARNEY** design the instrument and make periodic  
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## PROPOSAL FOR TRAINING AND USE OF ITF MONITORS

It is essential that the San Diego City Schools continually evaluate their integration efforts in order to assess their effectiveness over time and respond to a changing environment. This evaluation should be conducted on a programmatic basis, as opposed to a project basis, to insure continuity in content and in measurement.

The on-site monitors provided by the Integration Task Force can be trained in scientific survey methodology and be used to administer the instruments that will evaluate the human relations as well as other components of the integration effort. An appropriate committee can design the instrument and make periodic changes over time where the changes are indicated by the performance of certain measures. The monitors can then administer the instrument and return the completed ones to the committee for data reduction and analysis. This will greatly reduce the cost of the evaluation.

The Social Science Research Laboratory (SSRL) of San Diego State University can train the monitors, and handle the data reduction and analysis.

This type of evaluation will indicate which programs are working, what progress is being made in the human relations effort, the impact of this progress in academic performance, and remaining problem areas. A cross-sectional design of the type that has been used in previous evaluations cannot possibly provide the wealth of data that would be provided by this program.

## PROPOSAL FOR TRAINING AND USE OF ITF MONITORS

### I. A programatic Design

It is essential that the San Diego City Schools continually evaluate their integration efforts in order to assess the effectiveness of these efforts over time and respond to a changing educational environment. This evaluation should be conducted on a programatic basis to insure continuity in content and in measurement. A project basis would not be effective, as it would lack this continuity.

We propose that the on-site monitors provided by the Integration Task Force be trained in scientific survey methodology and be employed to administer the instruments that will evaluate the human relations as well as other components of the integration effort. The Social Science Research Lab, in consultation with an appropriate committee, can design the instrument and make periodic changes over time where the changes are indicated by the performance of certain measures. The monitors can then administer the instruments. This will greatly reduce the cost of the evaluation.

The Social Science Research Laboratory (SSRL) of San Diego State University will be responsible for training the monitors, and for reducing and analyzing the data.

This type of evaluation will indicate which programs are effective, what progress is being made in the human relations effort, and the impact of this progress on academic performance.

### II. Previous Designs

Previous designs that have been used to monitor the integration efforts of the San Diego City Schools have only been useful across a very short time interval due to their cross-sectional nature. The

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present proposal would have a longitudinal as well as cross-sectional component so subjects could be reinterviewed periodically for the purpose of measuring change on important indicators. In addition, the present design will not be based on a mail out survey. All interviews grades 7-12 will be by telephone with a scientifically selected sample of students. Minimal respondent discretion in response will be allowed. Thus, the problem of inference from sample to population will be minimized.

Appropriate instruments and procedures for surveying grades 3-6 will be identified.

### III. Time Line

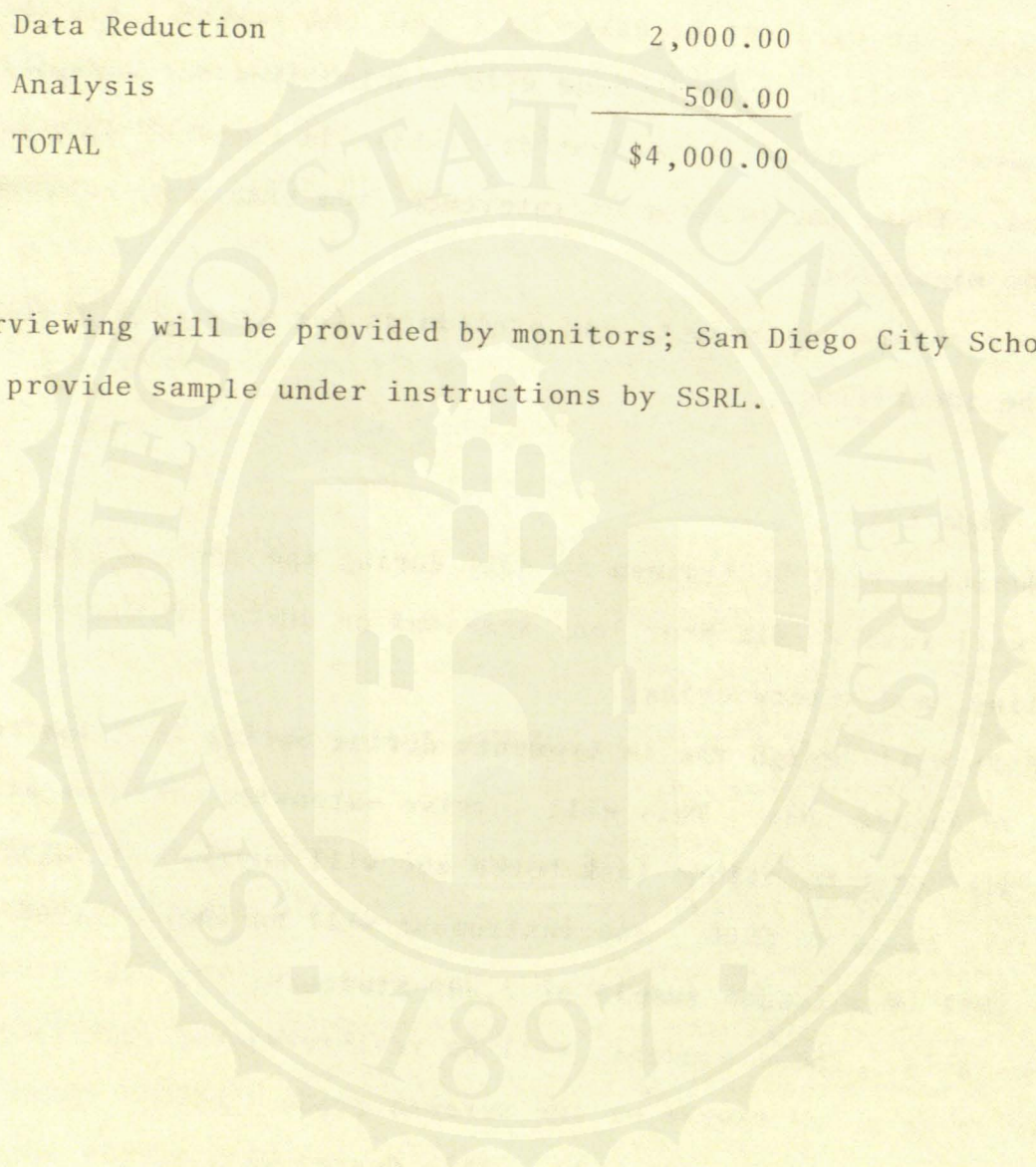
Monitors will be trained by SSRL during the Spring, 1981. This will involve six hour long sessions on social science research, sampling, and interviewing.

SSRL will design the instruments during Spring 1981 and complete them by August 1981. This will involve extensive consultation with the Race/Human Relations Task Force who will appoint an ongoing Advisory Board to SSRL. The instrument will be administered during Fall 1981 to a random sample of 2,500 students, 500 from every other grade, 3-11. These students will be re-interviewed each Fall thereafter, with a new sample of 500 seventh grade students added to the panel of respondents each Fall. This design will permit longitudinal, cohort, and cross-sectional analysis of the data.

IV. Budget (First Year)

Training Monitors	\$1,000.00
Instrument Design	500.00
Data Reduction	2,000.00
Analysis	<u>500.00</u>
TOTAL	\$4,000.00

Interviewing will be provided by monitors; San Diego City Schools will provide sample under instructions by SSRL.



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RACE/HUMAN RELATIONS SUBCOMMITTEE REPORT

The report of the 80-81 Race/Human Relations Program of the San Diego Unified School District will consist of a report by Dr. Marvalyne Styles and the report based on on-site observations of the Race/Human Relations monitors of the Integration Task Force. This report is based on monitors' reports and meetings between task force monitors and the race/human relations subcommittee.

After several years of exposure to the subject, it is the task force's opinion that our recommendations address basic weaknesses in the program. When these areas are strengthened, undoubtedly our City Schools will attain a reputation for outstanding race/human relations program which many schools now deserve. Unfortunately because of limited time and resources, the task force and the monitors were not able to visit many of the schools within the District. There are many exemplary programs which we have heard about which we were not able to visit.

RECOMMENDATIONS

The principal must provide strong leadership in race/human relations and set a climate throughout the campus that promotes positive race/human relations. The principal should let it be known that uncooperative and destructive role models among staff will not be tolerated.

Race/Human Relations training to all staff must be improved to make it more stimulating and to improve "ownership" and participation. There is a need to provide more cultural awareness content and to provide a cultural resource bank to assist teachers in relating better to their culturally diverse students. This cultural resource bank could provide emergency language and cultural assistance.



Principals must be made accountable for the implementation of Race/Human Relations programs. It was evident that some schools did not carry out programs and students knew very little about their schools' Race/Human Relations activities. To insure accountability, the district needs to develop a monitoring system that is more than just a self-assessment coupled with their director's evaluation. Monitoring by a team of impartial race/human relations experts would provide more objectivity.

Measures of effectiveness need to be established. One possible method would be to follow-up on gifted children from minority isolated schools attending VEEP receiving schools. If their academic performance suffers for a variety of reasons other than ability, it is possible that negative school environment adversely affect their ability to achieve.

Race/Human Relations plans need to be more relevant to school conditions. Schools with increased enrollment of South East Asian students did not address the need to improve mutual understanding between these new students and the resident population. Schools must also take an active role in diffusing problems of cultural conflict within their community by providing a forum to discuss and resolve problems.

More needs to be done to attract majority students to minority isolated schools. A TV Classroom series on education in schools in the southeast area would provide an informative and objective portrayal.

#### TASK FORCE MONITORING PROCESS

During the 80-81 school year, four Integration Task Force monitors visited 21 schools. These monitors have been monitoring for

the Task Force for the last two to three years and were well equipped to observe race/human interactions. Maxine Patrick, curriculum coordinator of Adult and Continuing Education, San Diego Community College District, chaired the monitoring group. Other Race/Human Relations monitors included: Brenda Brigham, a community developer for ACCESS; Betty McIntosh, a nurse for the Good Neighbor Center; and Vickie Martin, a self-employed learning specialist.

The monitors met monthly to discuss data collecting methods and to share experiences. They also met with Dr. Styles' group and the District's Race/Human Relations staff. The monitors established a routine which included meeting with the principal, reviewing the site plan, meeting with the race/human relations activities coordinator, and extensive interviews with parents, teachers, and students. Each monitor selected five or six schools to monitor. These schools were visited several times and over 200 hours were logged in site visits.

Although the schools which were selected for monitoring were not chosen through a random sampling method, they included a broad representative group. Of the 21 schools, there were:

- 5 high schools
- 2 junior/senior high schools
- 5 junior high schools
- 8 elementary schools
- 1 K-3
- 8 VEPP receiving schools
- 5 isolated schools
- 3 had integration programs
- 2 indochinese centers
- 1 special school

COMMON FINDINGS

An analysis of the monitors' reports suggests the following problems were evident, for further detail see the summaries included at the end of this report.

Lack of committment on the part of principals/administration:

Clairemont, San Diego High, Marston Junior High, Serra Junior/Senior High, Roosevelt, Schweitzer.

Little evidence that the Race/Human Relations Programs were carried out: Clairemont, San Diego High, Marston Junior High, Serra Junior/Senior High, Montgomery Junior High, Muirlands Junior High, Schweitzer.

Individual instructors on campus intentionally obstruct race/human relations efforts, set negative role models: Clairemont, San Diego High, Serra Junior/Senior High Gompers.

Superficial Race/Human Relations Programs: The all-school activities are superficial, may promote contact but do not lead to improved understanding of differences or other cultures. Schools often miss the mark when doing needs assessments at beginning of school year.

Mandated-ten hours of race/human relations training: Teachers complain about the need to attend Race/Human Relations training, complain that the offerings are too "touchy-feely" and do not impart significant learning opportunities.

Some schools have good Race/Human Relations and are not recognized: Gompers, Morse and Patrick Henry have good programs.

Clairemont High School

After many visits, the monitor sees little improvement in terms of Race/Human Relations. There was a lack of commitment on the part of the previous principal. The fact that he was about to retire may have had some bearing on his behavior, however, the current principal has not made an impact. The monitor is on the Race/Human Relations Committee of the school and they have had one meeting in the last year. The students when interviewed do not know about the Race/Human Relations Program of the school. Most important, there is a cadre of resistive teachers who have biases against VEEP students. One teacher stated that his belief that a good teacher can teach anyone was destroyed by a VEEP student.

San Diego High School

The principal does not seem committed to a Race/Human Relations Program. He selected a chair for the Race/Human Relations Committee that is very abrasive and has trouble getting others to cooperate. Classes such as the gifted class are segregated. One such class taught by an eleventh grade teacher was supposed to have a Race/Human Relations session during his class period. He opted to ignore it because he felt it was not needed since they had not minority students in the class. He put a sign on the door telling other students to go to a non-existent room while his class remained and watched a Humphrey Bogart film. This has happened at least once before. The student informant didn't think that the teacher was prejudiced. The student also believed that Race/Human Relations was not needed because they are intelligent and don't need that kind of thing.

Morse High School

This school has an exemplary program called EXCELL, but only received a rating of "2" which is considered fair, when they submitted their program. Monitor feels that Morse does not get enough publicity and credit. Student body is well integrated with many different races.

Patrick Henry

Also has good Race/Human Relations Program. Received a "1" which is considered excellent although it was based on the Morse High School model for Race/Human Relations Program. There is good support from the principal and the school has a friendly atmosphere.

Serra Junior/Senior High School

The administration does not seem supportive of Race/Human Relations. There is a member of the Race/Human Relations Committee that is "racist" and tries to obstruct activities. There is a 60% turnover of students at this school due to the proximity to Naval Housing. Principal has a constant battle with a minority teacher that has been successful in putting on some excellent Race/Human Relations Programs. This teacher has been given unfavorable evaluations for teacher performance. This has been brought to the attention of the secondary director, but nothing has been done.

Lincoln High School

The Race/Human Relations Plan was given a "1." Many students do now know about the Race/Human Relations Program and have not participated.

Gompers Junior/Senior High School

Gompers has an excellent Race/Human Relations Program. There is good participation by the majority students, but participation by the resident minority students is lacking. Some teachers do not take the Race/Human Relations training seriously. There are two teachers who display negative attitudes and are poor role models. They believe

that they are wasting their talents on minority participants at Gompers. Minority staff not used wisely.

Marston Junior High School

For the past three years, this school has had excuses about why so little is done in the area of Race/Human Relations. The excuses range from having a new principal to not having any money. After three visits, nothing seems to be happening and the principal is very vague about the Race/Human Relations Program. VEEP students end up in some resegregated rooms.

Muirlands Junior High School

Muirlands has a lot of problems. VEEP students do not feel welcome there and since teachers cannot just send them home, many are segregated in a "holding room" when they act out or when they have not done their homework. About 80% in the holding room were awaiting suspension. Two-thirds of the VEEP students are Hispanics and are LES/NES students. At the last visit, the students in the holding room are at least being tutored.

Wilson Junior High School

Wilson is a well integrated school. Gives a good impression.

Montgomery Junior High

Students didn't seem to know about Race/Human Relations Programs. Although the plan seems to be good, it does not seem relevant to the need. This school has a high concentration of Asian students (33%) representing very diverse ethnic and socioeconomic backgrounds. These differences and biases are not addressed. Other minority students and majority students at the school have not understanding of the Indochinese students among them. Language barriers are a problem

and the school has not had enough bilingual teachers or aides to assist in cross cultural understanding. Principal and staff seem genuinely concerned, but problem is beyond their capabilities. Parents that were interviewed had no knowledge of Race/Human Relations Programs either.

Roosevelt Junior High School

Race/Human Relations does not seem to have a high priority. School wide activities seem very superficial and of little lasting value other than to promote contact.

Cadman

There seems to be an improvement this year other than last year. On the third visit, the Race/Human Relations Program was on target. Hostile attitudes towards VEEP have diminished. Some resident students are unhappy about the uneven application of discipline.

Loma Portal

Only made one interview. Interview with incoming PTA officer was alarming. She was against bilingual education and felt that Race/Human Relations Programs had no value.

Baker

Gave a good impression although it had difficulty in getting its Race/Human Relations plan approved. There is a need to improve the Race/Human Relations training provided staff.

Kennedy

The principal has good intentions but implementation of Race/Human Relations Programs may not be so good.

Birney

Has fairly good Race/Human Relations Program. Is an Indochinese Center. Bilingual aide does a lot to improve communications.

Florence

Also has a high concentration of Indochinese students. Need for

improved cultural awareness on the part of faculty and staff. Monitor cited an incident in which the lack of knowledge of Indochinese folk health practice created embarrassing moments for parents of an Indochinese student.

Jefferson

Has very transient population. Race/Human Relations seems okay.

Burbank

Good impression, warm environment.

Schweitzer

Administration lacks commitment and not supportive of Race/Human Relations Program but is better than in previous years. Good Race/Human Relations plan not followed. Principal close to retirement. On third visit, school seems to be doing better.