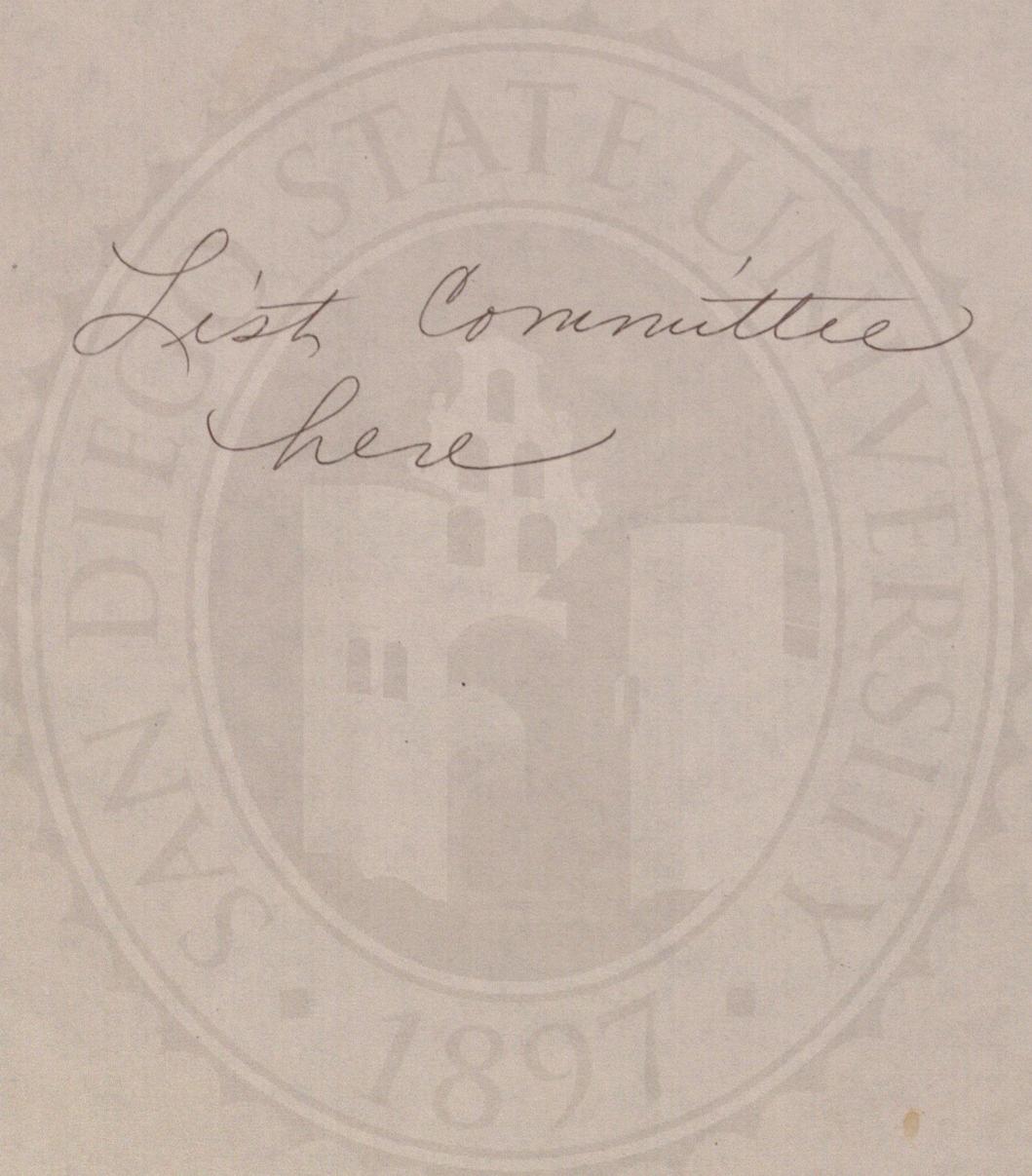


INTEGRATION TASK FORCE RACE/HUMAN RELATIONS COMMITTEE
MEMBERS

*List Committee
here*



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."

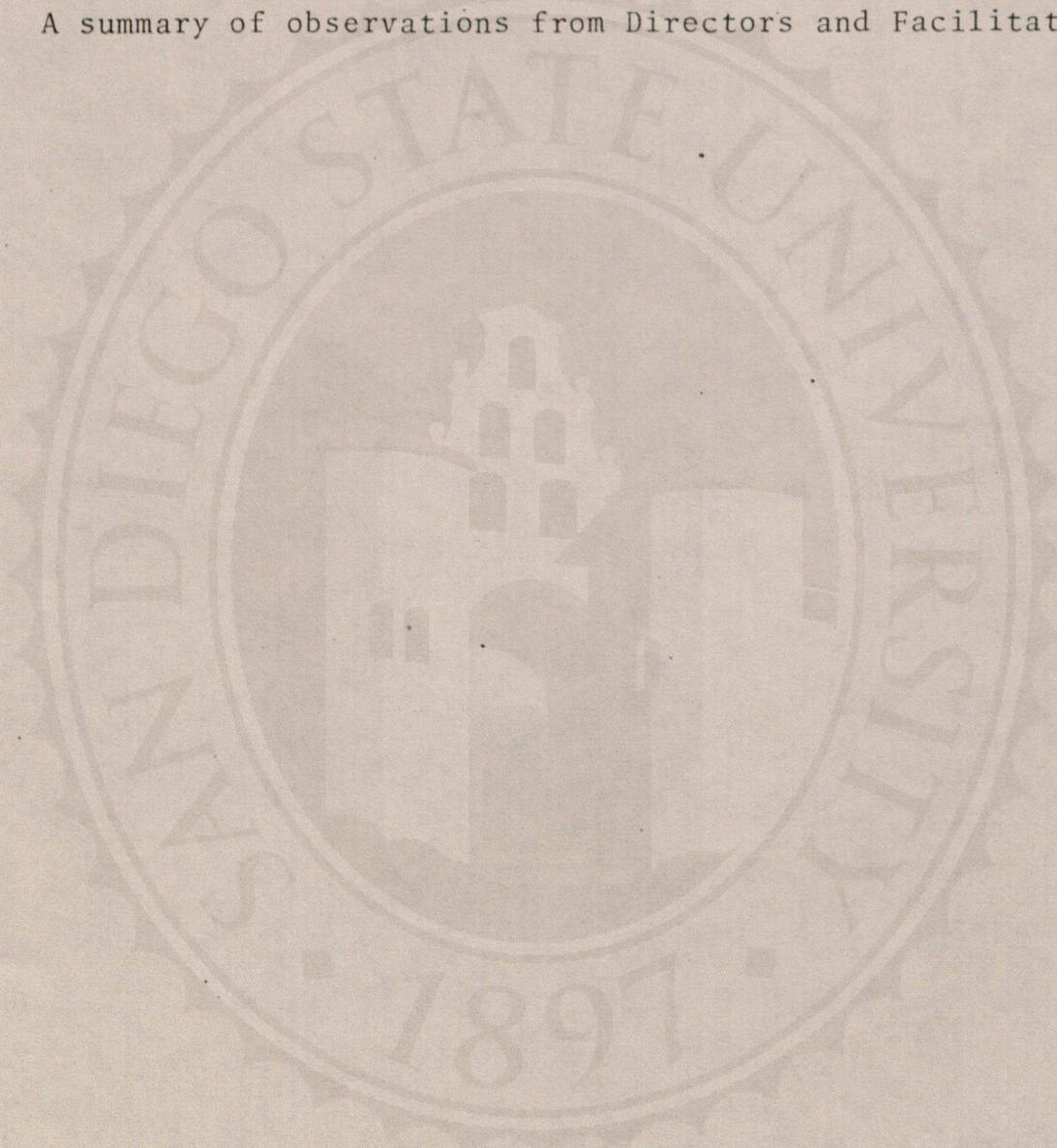
2. Activities

- 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 *(See Summaries)*
- g. Interviewed facilitators *(See Summaries)*

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~~ ^{the} "evaluators" are not focused on common goals and objectives, do not have either standardized or normalized procedures guiding ~~our~~ ^{the} 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. ^{It appears that} Evaluators are appointed, ~~to~~ ^{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.

Evaluation of Evaluations

This task force met on three occasions to review the existing evaluations of the San Diego City School's Race/Human Relations programs. The evaluations by R. Guthrie and E. Johnson were both read and discussed at some point with the authors. In addition, consultation was held with the staff of the Social Science Research Lab at San Diego State University, who also reviewed these studies. In addition, the Kaplan surveys were scanned. A number of fundamental problems were noted in procedure and design, and it was generally agreed that none of the existing studies provide a basis for drawing valid conclusions. Each of the seven recommendations below respond to problems that were noted.

Basic recommendations are as follows:

1. Planning for all evaluations should be initiated early enough so that the evaluation process can start at the beginning of the school year.

2. All evaluations should include studies to establish base lines so that it will be possible to detect changes from initial conditions, assess needs and design programs to more effectively meet existing conditions.

3. Wherever possible, validated and standardized measures should be used rather than locally produced measures of all variables that are central to the program, such as:

- a. Self concept
- b. Social skills, etc.

4. Locally produced measures should, at a minimum, have the following features:

a. Sensitivity to basic psychometric principles. For example,

1. All scales should not be scored in a positive direction in order to prevent response biases.

2. Use of items which directly refer to significant behavior, rather than general platitudes. For example: Of your 5 closest acquaintances at school, how many are black, white, etc.; rather than, do you feel good about minority groups?

Basic recommendations (continued):

5. Samples should be drawn so as to capture, completely, representative groups.

For example:

a. Entire classrooms at school should be measured, rather than use of mail or take home procedures.

6. Significant demographic questions should be asked. For example:

a. Sex, age, ethnic background and income in order to permit later analyses which control these variables.

7. Cross validated outcome measures should be used for all aspects of the programs including, teachers, staff, administrators and parents as well as pupils rather than simple counts or statements that programs have been held. For example:

a. Content mastery should be demonstrated for informational programs.

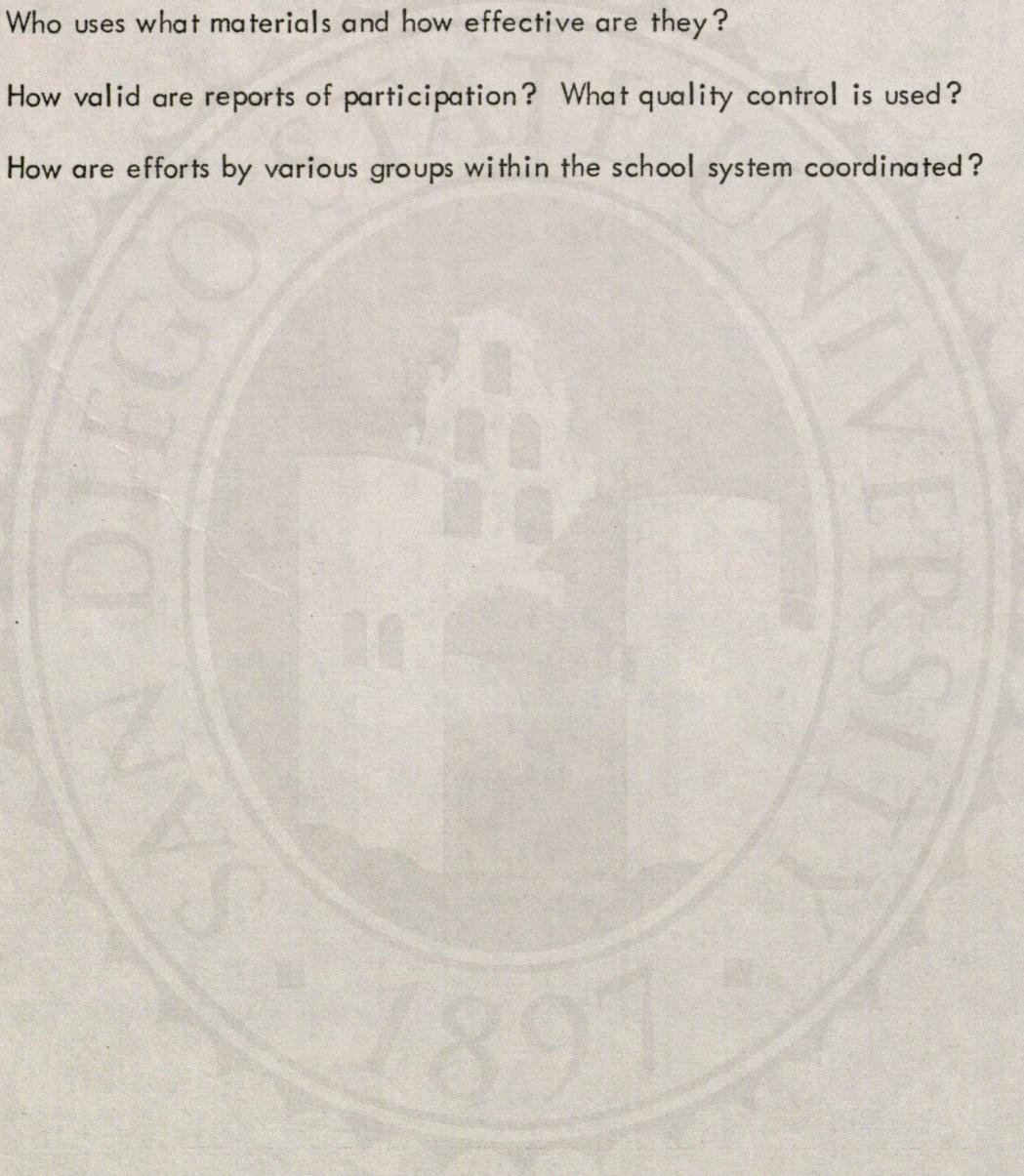
b. Attitude changes should be demonstrated for affective programs.

c. Behavioral changes that demonstrates achievement of program goals should be shown for all programs. (i.e., more social interaction between ethnic groups, less racial conflict, more equal treatment by the schools of all groups.)

Transcending all of these difficulties is the basic lack of an explicit theoretical model which is based on sound research and allows development of a coordinated set of assumptions from which specific hypotheses and procedures can be derived. For example, where has self understanding and self esteem, in the general sense, been shown to correlate specifically with better race relations? What, indeed, are the types of observable behaviors that would define such relationships? Until such questions are answered, it will be difficult to design or evaluate an effective program.

Other questions that should be addressed include:

1. What defines a "successful" program? What is the role of leadership commitment, type of materials, hours expended, technique of presentation, age of application, etc.?
2. Who uses what materials and how effective are they?
3. How valid are reports of participation? What quality control is used?
4. How are efforts by various groups within the school system coordinated?



REPORT ON INTERVIEWS WITH RACE RELATIONS/HUMAN RELATIONS FACILITATORS

PART I

The following report is based upon three 45-60 minute interviews with 3 of the 18 race/human relations facilitators. A list of the key questions asked is provided followed by the answers to each question and then a list of recommendations made by the interviewer.

Questions

1. What is your definition of race relations as compared to human relations?
2. What is the role of the facilitator in helping to develop and implement plans at the school site?
3. What role does the facilitator play in fostering quality control?
4. What would be some examples or evidence of successful race relations programs?
5. What is done to improve programs that are less than successful?
6. What changes do you see as necessary in order to improve/have more successful race relations programs?
7. What are the working relationships of facilitators with other divisions - especially decision makers and what is the support for race relations from other divisions?
8. Is top management, including the Board, involved in race relations training/workshops or in providing leadership to race relations?
9. What do you think about the wisdom of the district telling staff that the reason for race relations inservice is because of the Judge's mandate?

Summary of Responses

1. Race relations is defined as focusing on "human differences" by examining how race makes people "different" by relating to other persons ethnicity in human ways (i.e. positive ways), and as bringing people of various racial backgrounds together to share their similarities and differences, thus providing them with opportunities to work together.

Human relations is defined as focusing on "human similarities" and as not necessarily bringing people of various races together.

2. The role of the facilitator is to serve primarily as a resource person to school sites, working closely with the school principal (or designated vice principal) and the sites race/human relations planning/steering committee to develop and implement race/human relations plans for the school site. A variety of roles ^{are} undertaken by the facilitator depending on the interests, receptivity and needs at the school site, such as: 1) provider of information about whats happening in other schools or about materials/human resources available; 2) leader of specific workshops requested by the school for staff, for students and for parents including the development and presentation of workshops specifically tailored to the needs of the school; 3) assistant to school site committee in identifying and securing outside people to conduct workshops; 4) the conscience of the committee reminding them when necessary, that school site activities are not addressing the issue of race relations in a direct, explicit manner; and 5) trainer of staff/students/parents so they are able to conduct (i.e. serve as facilitators) workshops at their school site.

The facilitator has a critical role in getting the staff at a school to "open up." Since different schools are at different places regarding what they're ready for (e.g. level 1, level 2, or level 3), the facilitator has the role of nudging people from level to level, while at the same time being sensitive to when a nudge is appropriate and how a nudge should be given. Facilitators are able to play a critical role in getting the staff to address "race" in some schools; in others, the workshops deal with everything but race. Some

facilitators have been able to conduct staff/parent workshops or student/staff workshops. In addition to workshops, some facilitators have worked extensively with students in the classroom. Classroom activities have included discussions about student's race-related concerns.

3. Efforts at quality control are perceived as being the responsibility of the site administrator. A major factor influencing the actions of site administrators is their understanding of and commitment to addressing race relations on an ongoing basis. Facilitators have a role in bringing to the attention of the Principal, the implications of activities which don't deal with race. Quality control was defined by facilitators in terms of whether a program has replicability. Factors identified which affect quality control are as follows:

1. *Ethnic ratio of students and faculty.*

1. [Schools where there is a significant percentage of students of color (i.e. the district average or more) tend to have more willingness to deal explicitly with the issue of race. This is also true, however, for schools who have several faculty "where race has been a part of their lives."]

2. The amount and quality of contact which a facilitator has with the school site principal and the school site committee.

3. The extent to which the facilitator is able to be effective when trying to "nudge" people from one level to another or when playing the "conscience" of the school site committee (see comments above in response to questions #2.)

4. The direct intervention by the Director of Urban Affairs when requests to do so by a facilitator, who feels that help is needed to address problems/resistance at a school site.

4. Facilitators did not seem to have a distinct concept of a race relations program which is more than a series of race relations activities. Success was defined in terms of:

1. "An increased awareness that people of all colors have the same needs" and "discussing race as appropriate in classrooms."

2. "Student interaction sessions" where small groups of students have several weekly sessions on topics of their choice related to race/human relations.

3. Some prerequisites that are needed for a school to have a successful "program", such as a school site administration that is supportive of race/human relations, a race/human relations committee that is willing to take on some responsibilities and assume some leadership (e.g. in promoting and conducting some race relations staff activities), a core group of faculty that is willing to publicly support the race/human relations program in their school, and involvement of representative groups of students in the planning and implementation of race/human relations activities.

Specific activities or programs identified as successful are not mentioned in this report because the list might be incomplete due to the limited number of interviews. Very few successful programs, as defined by facilitators, were identified; there were several successful race relations activities mentioned and described.

5. It is primarily through the persuasion of the facilitator that less-than-successful programs are "improved;" facilitators can and do use the assistance of their supervisor, the Director of Urban Affairs, on occasion. However, for the most part, facilitators negotiate with principals to get improvement, such as trying to get them to talk to other principals where race relations has been focused upon with some success. Facilitators try to increase the awareness of a school's planning committee about the limitations of their program, by letting them know what's not happening at their school site compared to what's happening at other places, and also by pointing out what options are available. A perceived need by the administration and faculty was identified as the key to improving race/human relations efforts. "Perceived need" is usually associated with a current crisis and there is little motivation for continuing ongoing efforts which focus on race beyond the crisis. One reason given for this lack of motivation is the belief held by some school staff that spending time and energy on race might create crises that aren't there now, because discussions about race could result in the uncovering of underlying tensions, anger and hostility. Thus, this fear results in focusing more on human relations - the similarities that people have - and not dealing with the covert conflicts or separateness of adults/students from each other.

6. Changes identified as necessary are listed below:
 - a. ^{eliminating the practice of scheduling} not having to do staff training at the end of the school day,
 - b. ^{revising the plan} not having to do staff training in two-hour segments separated by several weeks in between,
 - c. improving the administrative understanding of the necessity of a focus on race relations and the pay-off which can result from such an ongoing focus,
 - d. increasing the numbers of staff who are willing to be more proactive in supporting an ongoing race relations focus. Negative people are more vocal,
 - e. ^{providing} a bigger commitment from the district, such as a written policy on hiring, retention and promotion of staff based on training in race relations activities,
 - f. working with classroom teachers at the beginning of the school year to help them identify the kinds of race relations activities they can do in the classroom throughout the year (and the kind of preparation/training they will need in order to implement these activities),
 - g. improving the utilization of school site staff (classified and certificated) who "care" about race relations,
 - h. showing more sensitivity to the school site staff who are mandated to do all "this stuff" - i.e., to implement new programs/processes (many teachers say "if there were more human relations done unto me, there wouldn't be so much for me to do all at once"),

- i. ^{having} ~~have~~ less of a fragmented approach at the school site. "There are over 30 workshops offered but there is no developmental sequence of workshops or sequential programs implemented at the school site. There is a need for a sequential developmental race/human-relations program in staff development and in student learning experiences."
 - j. improving the follow through as a result of workshops with staff and students, so that training results in new behaviors,
 - k. improving the evaluation of current efforts at the school site,
 - l. ^{Increasing} ~~more of~~ a balanced approach by race/human relations facilitators in training staff and in working directly with students,
 - m. ^{Increasing} ~~more of~~ an overt stand by the Board and Superintendent in supporting race relations; making race relations a high priority; giving as much visible support to race relations as to other programs,
 - n. ^{Increasing} more principals and vice principals involved in race relation's activities,
 - o. ^{Increasing} ~~more of~~ discussion of a given topic/theme by all participants in a workshop rather than only listening to a guest speaker on the topic,
 - p. ^{Increasing} ~~more~~ support for race relations from principals, especially secondary principals. "The team of facilitators needs to sit down with high school principals as a group and with junior high principals as a group to improve communication and seek consensus."
7. Facilitators note that the working relationships with other Divisions have improved. Facilitators have been involved in curriculum projects with the Programs Division and the "Me to We" curriculum as a crossdivisional responsibility. A sharing of information and perspectives occurs when persons in the Programs Division are doing things that relate to the work of facilitators. Working relationships with other Divisions have also improved through the creation of committees in these divisions which facilitators have helped to develop a needs assessment and subsequent race/human relations program. More support was indicated as being needed from the elementary and secondary divisions. "There needs to be more communication directly with school site administrators and the development of a support group among principals."
8. The Board and top management are not involved in race relations training/workshops. However, the Board has met with the team of race/human relations facilitators. One facilitator noted that support for or the priority on race relations from the Board and top management seems to come and go; the message given is that maybe race relations is important and maybe it isn't, maybe changes can be made and maybe they can't. The facilitators conclusion was that more stable guidelines are needed from the top.
9. Facilitators indicated that some teachers resent being told that race relations is being done because of the Judge's mandate, while others need to be told in order to get them started. Despite being told, facilitators indicate that some still don't perceive a need for it, as these individuals must see benefits for them and experience pay-off.

RECOMMENDATIONS

1. The definition of race relations needs to be expanded and more widely disseminated. Race relations needs to be defined as more than a focus on how race makes us different. Race relations is the same as human relations except in a racial context (where there are racially diverse people) and should be viewed as the dynamics of communication, collaboration and conflict management among racially diverse people. How racially diverse people communicate/don't communicate with each other, how, or the extent to which racially diverse people collaborate with each other, and how racially diverse people respond to conflicts with each other are the three equally important ingredients which make up race relations. This definition needs to be widely disseminated to all staff in the district and should become the major criterion for all needs assessments in the area of race relations.
2. Facilitators need to assist committees and school sites to develop plans based on a needs assessment that identifies specific problems, related to the expanded definition of race relations. A race/human relations program must be defined as different than a race relations or human relations activity and a program must also be defined as more than a series of related training activities. Programmatic features should also include ongoing assessment, leadership development, information dissemination to staff, students and community and project/product development which involves racially diverse staff, students and parents in collaborative efforts of some kind.
3. Quality control efforts need to be improved in terms of follow through after work with staff and students and there needs to be explicit expectations regarding staff outcomes desired as a result of workshops and training experienced.
4. There needs to be some clear and more explicit indicators of what is required in terms of both process and content for a successful race relations program at the school site.
5. More support is needed from top management and the Board for the principals at all school sites to see race relations as a high priority. Principals of schools with less than successful programs - such determination should be made at least two times during the school year - should be told in writing and given explicit guidance on how to make their programs successful.
6. The evaluation and hiring of Principals/Assistant Principals should include consideration of their personal awareness of and commitment to providing leadership to efforts aimed at developing successful race relations programs.
7. Alternative models which provide a sequential developmental program need to be provided to school site committees; these models should take into consideration the readiness level of staff, students and parents, acquired through a thorough needs assessment, and should encourage a focus on responding to the specific identified needs of staff, students and parents. These guidelines should encourage a practical skills orientation of workshops/training with

Recommendations (Continued)

7. the focus on improving behaviors instead of an explicit focus on changing attitudes. The planning committee at each school site needs to be involved in implementing activities as much as possible.
8. The work of facilitators needs to be evaluated more thoroughly; specifically, the skills they use when engaged in planning activities with Principals or committees and their training activities with staff and students. The purpose of such evaluation would be to provide the kind of assistance/professional growth opportunities for facilitators which would help them be more effective in their work, especially their effectiveness in facilitating follow through by staff or students as a result of their efforts.
9. More extensive interviews are needed with a larger number of facilitators. Only 3 of the 18 were interviewed. The list of questions asked in the next round should build upon and take into consideration the data obtained from these initial interviews. Tapes of these 3 interviews are available to the Task Force.
10. The community affairs division needs improved communication and collaboration with the elementary and secondary divisions for race relations to become an operational priority with some power behind it.
11. Facilitators cannot possibly do justice to spending the time necessary for developing relationships and monitoring the development and implementation of race/human relations programs at 14+ sites. A facilitator should have five assigned schools at the most, theoretically allowing one day a week on the average, for each assigned school. Assignments should be based on being assigned a high school and its feeder junior high schools (a secondary division assignment) or being assigned a maximum of 5 elementary schools or centers (an elementary division assignment.) Facilitators should work closely with the Directors in the division to which they are assigned to foster close interdivisional responsibility and collaboration. In addition, each school in the district should have a regular member of the teaching staff as the on-site race/human relations coordinator. This person should be carefully chosen and given extensive training in addition to on-the-job time to perform duties (at least one period daily at the secondary level and comparable time at the elementary level.)

INTERVIEWS WITH FACILITATORS Part II

Report on Interviews of Directors of the San Diego Unified School District

by Richard E. Carney

Four Directors were interviewed on 4/3/81. They were: Secondary, Dr. Mercedes Ritchey and Dr. Jane Kaupp; Primary, Dr. James Craig and Dr. Eloise Cisnero.

Responses from the interviews were as follows:

1. How would you define the relationship between Race - Human and Multicultural programs?

There was general agreement that race relations form a vital part of any human relations program. However, the directors were about evenly split as to whether race relations should have specific emphasis or be simply an integrated part of a larger human relations program. When race relations are treated, the opinion was that it should be a direct exploration of specific differences for all major groups (not just black-white.)

2. What is your concept of an ideal program?

Components of an ideal program cited were: begin early with exposure to as many groups as possible, best if neighborhood schools reflect integrated neighborhoods. Plan must not be simply theoretical - must include well defined practical activities related to need, personnel must be dedicated to making it happen -- not just playing games; materials should be a natural part of all instruction not just special classes.

3. How well does actuality match your ideal?

All agreed that a real effort is being made and that progress has happened where the program is taken seriously. In some cases, there is relatively little motivation and only a superficial effort is made. What are noted as racial differences may actually reflect socio-economic status and this confusion should be cleared up. Good programs reflect individual efforts as much as formal activities. There are too many fingers in the pie - need better coordination between various programs.

4. What role does the Director play in these programs?

Each division has a director with special responsibility for these programs. Oversees training for directors and their staff. Directors help evaluate at sites. Must attend at least one activity per site and go over check list with principals. Major advisory role in helping schools develop master plan integrating all educational activities. Directors should be given more role in review of race relations plans since they often know the specifics of a school better than the review committees.

5. How do you verify compliance with the 10-hour requirement?

Go over check list with principal and probe where it seems vague. Specific activities are included in plan and verified by principals. Rating forms, etc. are taken at activities and offer evidence of participation. Directors participate in some activities personally. Additional informal observation is done on site visits.

6. What quality control is done to insure consistency and effectiveness of programs?

1) Is monitoring and evaluation adequate?

Do get feedback and ratings. It is often hard to tell if the connection was really made between what happened and race relations or what impact of program was (2 directors noted this.)

2. What evidence do you personally use to detect success?

The directors were quite unanimous in not mentioning any of the formal evaluation procedures here. They all use an informal "feel" that is based on a set of very consistent criteria:

- a) When entering a school ground, you are made to feel welcome with smiles and greetings,
- b) Pupils talk to each other and adults in a friendly way, they do not just pass silently in halls,
- c) Grounds and buildings are in clean, good conditions with little sign of vandalism,
- d) Children of all groups naturally mingle and play together in both formal and informal settings,
- e) Classrooms have relaxed, participative atmosphere where all children are treated with respect and control is maintained without authoritarian measures,
- f) Community participates (parents and others),
- g) Classrooms have bulletin boards, books and other materials reflecting multicultural heritage,
- h) Support groups are formed to help those in need.

There was a general feeling that the present check list is too long and complicated and does not accurately reflect these factors. They would like a procedure more in tune with what they actually use to make their own judgements.

3) Can you cite examples of good programs?

All could and did. Those mentioned were: Kearney High, where real efforts were made to welcome students; Bell Jr. High - gave high priority; Silvergate, Sunset View, Foster, Speckles, Webster Johnson, Baker, Boone - all do good jobs. Stackton school where major change was made.

It was noted that judgements must be made on basis of where school was (base lines) and how much change has happened. It is unfair to compare absolute present levels.

4) Do you disseminate information about good programs? How?

All did by citing examples at meetings and referring people to good schools for observation.

5) How critical is the principal's role?

All agreed that the principal is a key person to make the plan work. Directors work with principals to develop plans and evaluate. No continuing training programs in leadership specifically for principals - just general training.

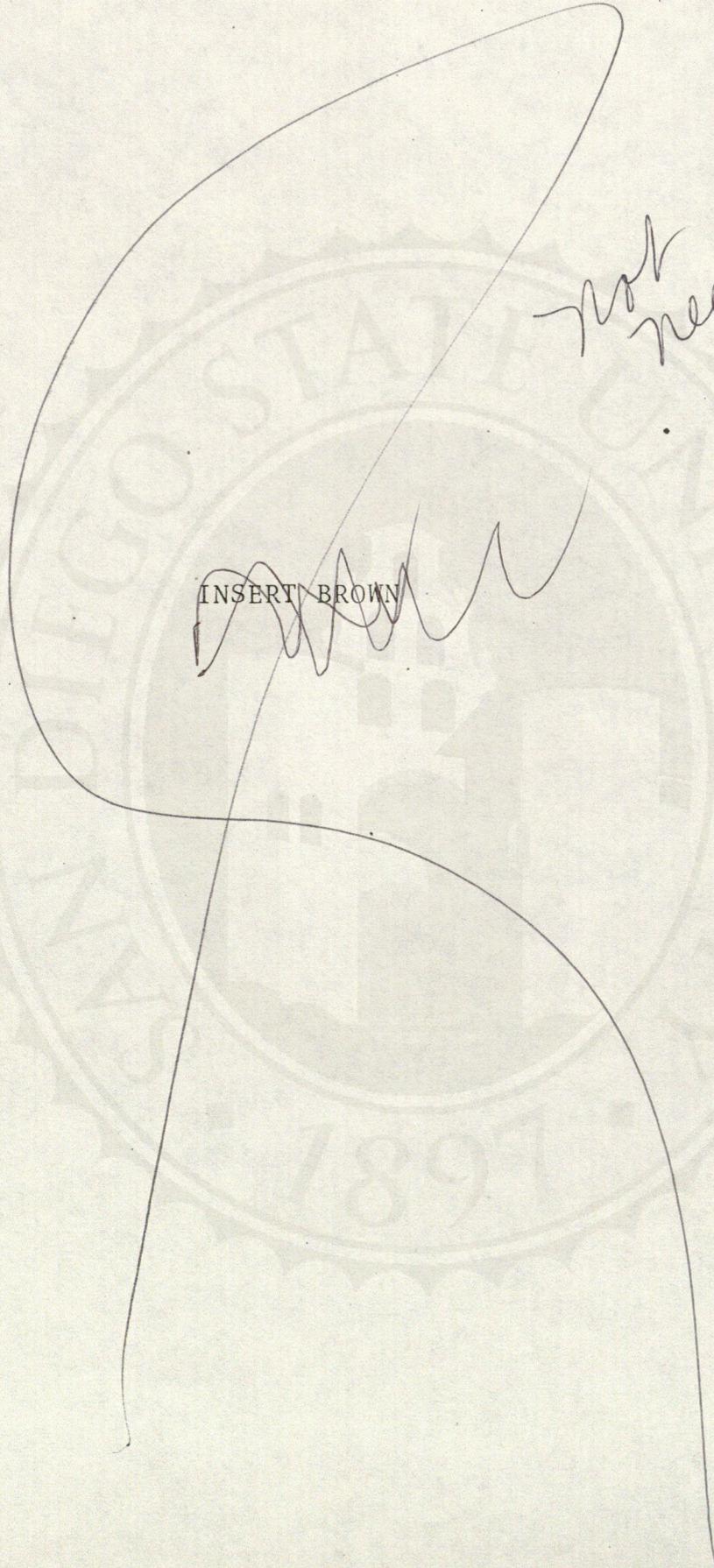
7. How are activities of various groups coordinated?

This is done mainly through development of master educational plans for each school. There was general agreement that too much overlap exists and that better coordination is needed. Primary division has committee to coordinate and some progress is being made.

Free comments emphasized the need for positive feedback where good things are done and not just pointing to failures.

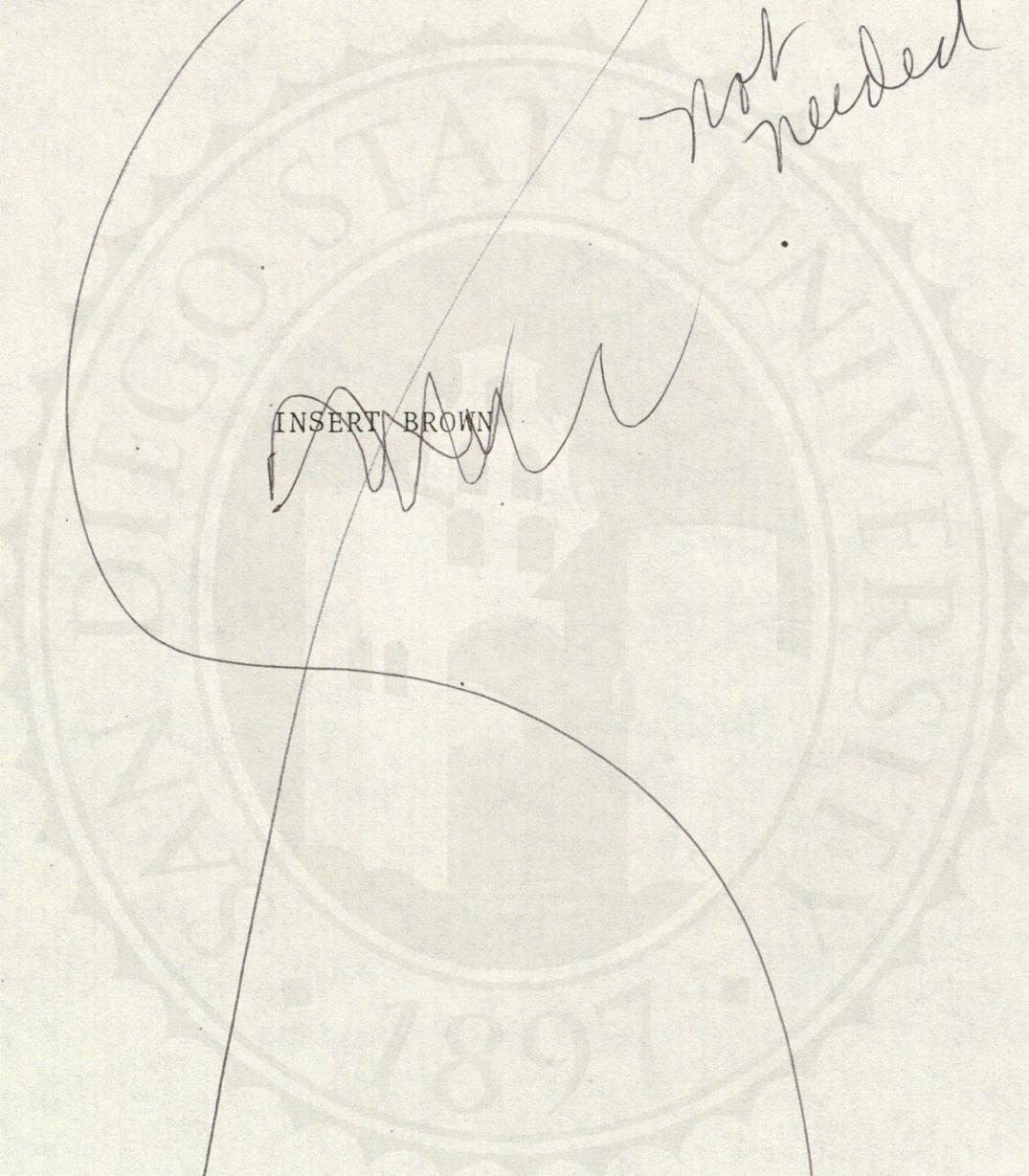
In summary, the major recommendations were:

1. Specific treatment of group differences in context of general program.
2. Programs to start early, be multicultural in setting, have dedicated leadership and specific activities geared to needs.
3. Confusion of socio-economic and racial difference be avoided where possible.
4. Better coordination be done between groups offering programs.
5. Evaluation be based on actual characteristics of personal interaction and site rather than irrelevant and complex check list.
6. Key leaders (principals) be given continuing training in how to facilitate programs.
7. Progress be judged on change from baseline rather than absolute levels.
8. Directors be given a mediator role in negotiating site plans where problems are seen by evaluation committee.



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needed*

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Review of Materials

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.

This report is based on interviews with twelve persons
~~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 Counseling Centers and other elementary counselors and counseling aides, ESAA counselors, community aides, Special Educationa 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.

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

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

about the overall R/HR program, instructions for writing a site R/HR plan, "Title IX Handbook," which gives information regarding sex equity in San Diego City Schools, and "The Fourth 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."

~~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 very 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.

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 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

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

A. 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.

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

C. 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.

F. 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.

G. 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.

10. 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.

11. 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.

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.I. RECOMMENDATIONS

A. 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.

B2. 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 Me 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).

C3. 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.

D4. 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.

E5. 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.

F6. Disseminate widely and effectively information regarding available materials for R/HR.

E7. Seek more materials related to race relations.

H8. Computerize usage data for R/HR materials in order to find out who is using what materials howmuch.

I9. 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?

J10. 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.

K11. 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.

L12. 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.

MA13. 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.

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

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.

