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SAN DIEGO URBAN LEAGUE, INC.
Education Services

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STAFF ASSESSMENT OF SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM

Implementation of the Secondary Instructional Exchange Program within the framework of the Integration Plan should add a significant dimension to the total school integration effort. Based on the O'Farrell/Hale Model, this Program draws on three years of successful experiences which have benefitted both majority and minority participating schools. At O'Farrell and Hale, Staff and students have consistently demonstrated a desire for success. Although the total number of students from each participating school is relatively small, averaging forty (40) pupils per school, the degree and quality of integration is such that it is likely to influence other programs and personnel not specifically associated with the Program.

Academically, students in the O'Farrell/Hale Program maintain average to high achievement. This is noteworthy since those students who have enrolled are not identified as high achievers as a prerequisite for entering. At each site, students are arranged in three (3) groups where they relate between three (3) teachers while a fourth (4th) teacher serves as coordinator. This arrangement serves to require the teacher to devote time unselfishly to students. Good attitudes are clearly evident and students seem to feel good about their involvement in such a Program. They recognize that the teacher cares about them and they all seem to have good self-concepts, which is healthy.

What appears to be a key factor in determining the high degree of success that the O'Farrell/Hale Program has experienced is the participation of parents of exchange students. Parents have given continuing support through their actual involvement in after school

events. Relationships are established between majority and minority parents which have lasted over the years and beyond school.

Majority parents seem to be attracted to such a Program as the Instructional Exchange. The fact that many of the schools recently assigned to this Program have an excess of volunteers is an indication of its potential for making a significant contribution to the integration effort. The minimum two (2) hours per day required by the District for each group of students can provide opportunities for teacher and student exploration of new approaches to instruction and learning. New ideas are exchanged. Fears are alayed and new patterns of thought emerge. Everyone shares in the burden of change.

Guidelines for the Secondary Instructional Exchange Program as Approved by the Board of Education October 2, 1979:

1. Minimum of two (2) hours of instructional time daily for one semester or a year.
2. Classroom teacher will accompany their students on exchange programs.
3. Secondary schools with 70% or more majority students will be "paired" with schools with 70% or more minority students.
4. 30-35 students from each selected class be involved in each instructional exchange program.
5. Teacher assistance time and/or teacher time will be provided each site in the program.
6. Coordinator of exchange programs will be provided.
7. Priority will be given to exchange programs that reinforce the VEEP allied school pattern.

URBAN LEAGUE STAFF RECOMMENDATIONS FOR INTEGRATION TASK FORCE

1. The Integration Task Force assess the program in the areas of:

   A. Equality of equipment and space.

   B. Degree of interaction between students.

   C. Teacher and administrator attitudes at the sites (sending and receiving).

   D. Quality of program content (both sites).

E. Sensitivity of bus personnel.

F. Bus schedules and length of ride.

G. Overall success of the program.

H. Comparison of academic achievement before and after program involvement, in given subject matter.

I. Degree of parent involvement.