

Evaluation of the  
VOLUNTARY ETHNIC ENROLLMENT PROGRAM

Submitted to the  
Integration Task Force

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## INTRODUCTION

This study investigates the performance of the Voluntary Ethnic Enrollment Program (VEEP) as it relates to the San Diego City Schools' (SDCS) overall integration effort. This study does not focus on rates of VEEP participation, on the contribution of VEEP to campus ethnic balance, or on the academic performance of VEEP participants. Such information is readily available from SDSC records. Rather, the focus is on motivations that result in VEEP participation; on the problems and benefits of VEEP from the perspective of various populations involved in the program; and on how the various populations at VEEP receiving schools perceive the school they share.



METHODOLOGY

In order to evaluate the role, utilization, effectiveness, and impact of the Voluntary Ethnic Enrollment Program (VEEP), the program must be "contextualized". It must be placed in perspective with the larger educational program within which it operates. To accomplish this, a number of different populations have been identified for inclusion in this study. They are:

- (1) Seventh to twelfth grade students currently enrolled in the program.
- (2) Their parents and the parents of elementary school students currently enrolled in VEEP.
- (3) Seventh to twelfth grade students who have cancelled their enrollment in VEEP.
- (4) Their parents and the parents of elementary school students who have cancelled their enrollment.
- (5) Non-VEEP students at the VEEP receiving schools
- (6) a. Faculty members at VEEP-receiving schools.  
b. Faculty members at VEEP-sending schools.

A sample was drawn for each of these populations and respondents were asked a number of questions relevant to VEEP and their school. All respondents were interviewed by phone. A number of questions were asked of more than one population to compare perceptions from various perspectives.

The six (6) different survey instruments used on these populations (plus Spanish translations of the parent instrument) are included in Appendix I.



### Sampling:

The samples were all randomly selected. With the exception of the faculty, samples were generated by the Community Relations Division of the San Diego City Schools (SDSC). Selection of the sample involved a compromise of two principles: the privacy of SDSC students and their parents, and the selection of samples which are truly representative of the populations involved. To achieve this compromise, respondents were initially selected from enumerations of the several populations on a pre-determined random basis. These selected respondents were then contacted by representatives of SDSCS and asked if they would be willing to participate in the study. A copy of the request for cooperation is in Appendix I along with the survey instrument. If the potential respondents indicated a willingness, their names and telephone numbers were given to representatives of the Social Science Research Laboratory (SSRL) of San Diego State University (SDSU). These respondents were then interviewed using the instruments contained in Appendix I. This methodology avoids the pitfalls of self-selection in which respondents are mailed a questionnaire which they may or may not return depending upon their level of interest, level of satisfaction or dissatisfaction, and competing time demands etc. The latter method makes it very difficult to generalize from the survey respondents to the population of interest.

### The Faculty Sample:

The faculty sample was drawn by SSRL personnel. The SDCS Directory provided the sampling frame. The desired number of



completions was one hundred, twelve to thirteen from each of eight preselected schools. The two heaviest VEEP receiving and two heaviest VEEP sending junior high and high schools were the ones selected for the sample. Twenty five faculty names were randomly selected from the SDCS Directory for each of these eight schools. Phone numbers for most faculty members are listed in the SDCS Directory. The Pacific Telephone white pages and the Haines criss-cross directory provided phone numbers for some faculty members whose numbers were not in the directory. The resulting sample size for the eight schools ranged from nineteen to twenty four. As planned, thirteen faculty interviews were completed for each school for a total of 104 completed surveys.

#### The Instruments:

VEEP students and their parents were contacted to find why the student was initially enrolled in VEEP, what they thought was the most important benefit of the program, what they thought was the most serious problem with VEEP, and how they perceive the school they attend. What is VEEP from the participant perspective?

VEEP Cancellation students and their parents were contacted to get similar information from those who had the inclination to enroll but could not continue, either by choice or at the initiative of the receiving school.

Non-VEEP students who attend receiving schools were contacted to measure their level of awareness of VEEP, and their perceptions of the school they attend. This provides a baseline comparison for



the perceptions of the VEEP students who attend the same schools.

Faculty members at both sending and receiving schools were contacted and asked many of the same questions that were asked of VEEP students: What is the most important benefit and the most serious problem with VEEP? What are the receiving faculty's perceptions of their schools? Additionally, faculty members were asked to suggest modifications to improve the program.



COMPARISONS OF VARIOUS POPULATIONS

Who Initiates VEEP Enrollment?:

Whose Idea Was It to Enroll in VEEP? Parents' or Students'?

Table 1

	<u>VEEP Parents</u>	<u>VEEP Students</u>	<u>Cancelled Parents</u>	<u>Cancelled Students</u>
Parents'	57.8%	38.6%	55.3%	27.8%
Students'	29.7%	40.7%	35.3%	50.6%
Both	17.5%	20.7%	9.4%	21.5%

As Table I above illustrates, both parents and students are most likely to identify themselves as the person who decided the student should enroll in VEEP. To examine this paradox, tables two through five below show how junior high and high school participant and cancellation parent and student pairs responded.

PARENTS

<u>STUDENTS</u>		<u>Junior High</u>			<u>High School</u>		
		Parent	Student	Both	Parent	Student	Both
Participants	Parent	1) 23.5%	2) 10.5%	3) 8.6%	22.6%	21.5%	9.7%
	Student	4) 12.3%	5) 13.0%	6) 7.4%	7.5%	19.4%	5.4%
	Both	7) 6.2%	8) 9.9%	9) 8.6%			
Cancellations	Parent	27.9%	11.6%	11.6%	13.6%	18.2%	18.2%
	Student	4.7%	32.6%	4.7%	4.5%	27.3%	4.5%
	Both	0.0%	4.7%	2.3%	4.5%	4.5%	4.5%



Each table represents all nine possible combinations of responses. Each cell in table 2 has been numbered. Note that cells 1, 5, and 9 represent combinations of responses in which both members of the parent-student pair indicated the same member as the one who decided to enroll the student in VEEP. Cells 2 and 4 represent the cases in which parent and student gave totally dissimilar responses. The remaining cells, 3, 6, 7, and 8, represent the cases in which one member of the pair indicated a specific member as the one who decided and the other pair member indicated that both decided.

The population of pairs in greatest agreement is Junior High cancellation parents and students. 62.8% of this population agrees upon who decided the student should enroll in VEEP. The other three populations are very close. From 43.1% to 45.4% of them are in agreement.

The population in greatest disagreement is High School parent-student pairs. 29% of the population disagrees who first decided the student should enroll in VEEP. Close to 23% of Junior High participant pairs and of High School cancellation pairs were in disagreement.

With all of this disagreement, it is difficult to say who it is who initiates VEEP enrollment, parents or students. However, looking at the cases in which there is agreement, parents seem to have had more influence among current participants and students seem to have had more influence among those who cancelled their VEEP enrollment.



Which Is the More Important Reason for Enrolling in VEEP?  
 Racial Integration or Quality Education?

Table 6

	<u>VEEP Participants</u>	<u>VEEP Students</u>	<u>Cancelled Students</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>
Integration	6.0%	10.3%	4.2%	2.1%	4.2%
Education	94.0%	75.7%	74.6%	87.5%	89.6%
Both	*	14.1%	21.1%	10.4%	6.3%

Given the choice between racial integration and quality education as the most important reason for enrolling their child in VEEP, the overwhelming majority of participant parents surveyed indicated the more important reason was quality education. Only 6% indicated racial integration was the more important reason for enrolling their child.

Students were less likely to indicate education was the more important reason for enrolling in VEEP. Three fourths of both participant and cancellation students indicated quality education as the more important reason. However, this choice was not forced as was the choice of the parents. Students were allowed the option of indicating both were equally important. Parents were not. Although parents and students might have had different response patterns even if the possible responses had been identical, these two response patterns tend to indicate that not only a great majority value quality education over racial integration, but that most of those who feel both are very important will choose education over integration when only given the two alternatives.

\* Not an option



Close to ninety percent of both sending and receiving faculty have correctly observed that parents and students are motivated by quality education over racial integration in enrolling in VEEP. Most of the others indicated both are equally important motivating factors.

How Important is Integration to You?

	<u>VEEP Student</u>	<u>Cancelled Student</u>	<u>Receiving Student</u>
Very important	46.2%	43.4%	27.6%
Somewhat important	41.3%	36.8%	38.9%
Not important	12.5%	19.7%	33.5%

All of the student populations in the study, VEEP participants, VEEP cancellations, and students at the receiving school were asked to indicate just how important integration is to them.

VEEP cancellations and participating students were quite similar in their responses. Slightly more of the cancellation students indicated somewhat important than did the participating students.

Receiving students do not consider integration as important as students who have been in VEEP. Although one might gather that students who have volunteered to get up early and ride a bus (which they have indicated they don't like doing) out of their own neighborhood and into one where another race predominates are bound to consider integration more important than students who have not made such an effort. This is not necessarily true. Enrollment in VEEP is not necessarily an indicator of interest in integration. Although the program exists in order to integrate the schools, most students are



not enrolled in the program solely because they put a high priority on integration. VEEP students and receiving students would have to be compared to students who remain at the sending schools for a complete understanding of why they consider integration as a higher priority than receiving students.

How Would You Characterize the Relations Between the Various Ethnic Groups on Campus? Good, Fair, or Poor?

Table 7

	<u>VEEP Students</u>	<u>Cancelled Students</u>	<u>Receiving Students</u>
Good	42.3%	45.0%	33.2%
Fair	51.4%	47.5%	54.1%
Poor	6.3%	7.5%	12.7%

Outside of Class During Lunch, Breaks, and at School Activities  
Do You Usually Socialize with Other Students of Your Own Race, or  
Do You and Your Friends Mix Socially on Campus Regardless of Race?

Table 8

	<u>VEEP Students</u>	<u>Cancelled Students</u>	<u>Receiving Students</u>
1. Same race	21.3%	21.3%	28.8%
2. Mix	78.7%	78.7%	71.2%

Students at receiving schools characterize racial relations on campus somewhat more negatively than students who have been in VEEP (see table VII) and are slightly more likely to indicate they do not mix with students of other races on campus (see table VIII). All



Three populations indicate, however, that relations among the various ethnic groups on campus are at least fair and roughly three fourths of the students indicate they mix socially on campus regardless of race.

#### VEEP - Non-VEEP Friendships?

Table 9

	<u>Parent</u>	<u>Student</u>	<u>Receiving</u>
1. Yes	52.6%	60.4%	83.1%
2. No	47.4%	39.6%	16.9%

Slightly over half of the parents, 52.6%, indicated their child brings home or visits friends who go to the VEEP-receiving school their child attends. (Please see table 9) Among black parents\*, there is a large increase in this response from elementary to junior high parents and from junior to high school parents. Among Hispanic parents, there is a more random pattern.

A majority of VEEP participant students are making friends with non-VEEP students at their schools. 60 - 40% indicated this. (see table 9) Black students were more likely to indicate this than Hispanics and high school students were more likely to indicate this than junior high. 43.9% of Hispanic junior high students compared to 59.6% of Black junior high students and 59.3% of Hispanic high school students compared to 69% of Black high school students indicated they spend time outside of school with friends from their VEEP school who are not in VEEP.

\* Please see appendices II and III for a breakdown of parent and student participant responses by race and grade level.



"Outside of school" may be the key to the difference between junior high and high school students since older students would generally have more independence and mobility. Also, if respondents are interpreting "out of school" to mean not during regular school hours, attendance at school activities may account for this difference to some extent.

High school students are more likely than junior high students to attend school activities such as dances and athletic events. Among high school students, 15.3% more of the students who indicate they attend such activities than of students who indicate they do not, also indicate they see non-VEEP friends outside of school. A similar margin of difference, 13.5%, exists among junior high school students.

Nonetheless, among both those who do and do not attend school activities, junior high school students are less likely than high school students to indicate they spend time outside of school with friends from their VEEP school who are not in VEEP. Whether this indicates less integration among junior high students or just less mobility and independence or perhaps some other reason, remains to be seen.

Students at the VEEP receiving school were asked a slightly different question. Those who indicated they are familiar with VEEP were asked if they had made friends among the students who are bussed in under VEEP. 83% indicated they have. Of course, only about half of the receiving students indicated they are familiar with the program and "made friends with" is open to a variety of interpretations. Nonetheless, the responses of the VEEP parent, VEEP student and VEEP receiving populations do indicate that there is friendly interaction between VEEP and non-VEEP students.



Participation in Activities:

Are You Currently Involved in a Club, Organization, or One of the Extra-curricular Activities Offered at Your School?

	<u>VEEP</u>	<u>VEEP Cancellation</u>	<u>VEEP Receiving</u>
1. Yes	30.6%	19.0%	29.3%
2. No	69.4%	81.0%	70.7%

Participation rates in clubs, organizations and extra-curricular activities are virtually identical for VEEP and Non-VEEP students at receiving schools. Students who cancelled out of the program participate by about ten percentage points less than the other student populations surveyed.

How Much of a Problem do You Think Violence Between Students is on Campus? Is it a Very Serious, a Somewhat Serious, or Not a Problem on Campus?

	<u>VEEP</u>	<u>VEEP Cancellation</u>	<u>Receiving</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>
1. Very serious	13.0%	20.0%	12.6%	5.8%	3.8%
2. Somewhat serious	36.8%	33.8%	39.4%	31.4%	42.3%
3. Not a problem	50.2%	46.3%	48.0%	59.6%	53.8%

All of the populations surveyed gave similar responses. Roughly half say violence between students is not a problem on campus. Around 40% indicate violence is somewhat of a problem. 3.8% to 20% see it as a very serious serious problem.



The 46.1% of receiving faculty members who indicated that violence between students on campus is at least a somewhat serious problem were asked whether VEEP contributed to the violence. One fifth indicated that VEEP does not contribute to the violence at all, 68% indicated that it contributes somewhat, and twelve percent indicated that VEEP contributes a lot to violence between students.

Rating of VEEP:

	RATE VEEP			
	<u>Participant</u>	<u>Receiving</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>
1. Good/Very satisfied	48.3%	16.9%	43.5%	76.0%
2. Fair/Somewhat satisfied	49.7%	66.1%	43.5%	22.0%
3. Poor/Not satisfied	2.1%	16.9%	13.0%	2.0%

Faculty members and students at the receiving school were asked to rate VEEP. Student participants were asked how satisfied they were with the program. VEEP fares well, overall. Receiving faculty have the highest opinion of the program and the participants have the next highest. Sending faculty also give the program a positive rating. Students at the receiving schools think less of the program than any other group. Fewer receiving students than of any other population give the program a good rating and more receiving students give VEEP a bad rating than any of the other populations.

Nonetheless, even receiving students give the program positive rating. The VEEP students themselves, sending and receiving faculty and students at the receiving school all indicate overall positive attitudes toward the program.



## PROBLEMS AND BENEFITS

### Introduction:

All responses which at least two people gave are included in the "Most Important Benefit" and "Most Serious Problem" Tables. Responses which only one person gave are generally included as "other".

These tables are intended to show the wide variety of responses given by each population. Some responses are very specific while others are general. Some are responses which only a few people give. It is important to be able to look at a complete list of responses actual individuals gave even though it is difficult to obtain a clear understanding of what this wide range of responses means. For a concise report of what each population indicated were the most important benefits and most serious problems with VEEP, see the distribution of responses for each population of respondents where answers to these questions have been organized into a few broad categories tailored to each population.

The following discussions compares responses between the various populations.



What do you think is the most important benefit of VEEP?

	<u>Participant Student</u>	<u>Parents of Participant</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>	<u>Canceled Parents</u>
1. BETTER EDUCATION	32.4%	50.5%	0.0%	15.7%	23.9%
2. Preparation for college	0.0%	0.6%	0.0%	0.0%	0.0%
3. Better opportunities	1.4%	1.8%	0.0%	0.0%	1.5%
4. Better grades/does better	0.0%	2.4%	0.0%	0.0%	4.5%
5. More help for kids	.9%	2.7%	0.0%	2.0%	4.5%
6. Better reading programs	1.4%	0.0%	0.0%	0.0%	0.0%
7. Has to work harder	0.0%	2.1%	0.0%	0.0%	1.5%
8. Better teachers	1.8%	2.4%	0.0%	0.0%	4.5%
9. Learn English	.5%	3.6%	0.0%	0.0%	1.5%
10. Each school can specialize in one area	.5%	0.0%	2.0%	0.0%	0.0%
11. Helps to upgrade SESD schools	0.0%	0.0%	0.0%	0.0%	0.0%
12. INTEGRATION	14.2%	4.8%	18.4%	25.5%	7.5%
13. Learn to deal with other races	5.5%	7.6%	24.5%	23.5%	13.4%
14. Racial harmony/ Human relations	1.4%	0.3%	2.0%	2.0%	1.5%
15. WIDENING HORIZONS/EXPOSURE	2.7%	2.4%	6.1%	9.8%	11.9%
16. Challenging	0.5%	1.6%	2.0%	0.0%	0.0%
17. More activity/variety	1.4%	0.9%	0.0%	2.0%	3.0%
18. Meeting new people	16.9%	0.9%	4.1%	2.0%	4.5%
19. OTHER	5.0%	3.0%	22.6%	2.0%	0.0%
20. Voluntary program/ free choice	0.0%	0.9%	0.0%	7.8%	0.0%
21. Likes school/Likes VEEP	3.7%	2.7%	2.0%	0.0%	0.0%
22. Better discipline/Stays out of trouble	0.0%	0.0%	0.0%	0.0%	3.0%
23. Safer/Less or no fear of violence	0.5%	1.8%	0.0%	0.0%	0.0%
24. Even break for minorities	0.5%	0.3%	0.0%	3.9%	3.0%
25. Bussing fun, convenient	5.0%	3.9%	0.0%	0.0%	3.0%
26. Minority kids can go to majority school	0.0%	0.0%	10.2%	2.0%	0.0%
27. NOTHING	3.7%	3.0%	6.1%	2.0%	7.5%



### Benefits:

Looking at the five groups of respondents who were asked "what do you think is the most important benefit of VEEP", a clear pattern of response categories emerges. These broad categories of benefits are: (1) Better Education or Academic Benefits; (2) Integration; (3) Exposure to new things, and Widening horizons; and (4) Other benefits. Also, there is the response that there are no benefits to the program.

### Academic Benefits:

Parents of participants were the most likely to indicate that various academic benefits are the most important benefit of VEEP. The next most likely population to cite academic benefits were the parents of students who have cancelled out of the program, closely followed by the participants themselves. Most of the faculty, especially faculty from VEEP-sending schools, did not mention academic benefits.

### Integration:

Faculty members, especially those from VEEP-receiving schools, were the most likely to cite benefits of integration as the most important benefit. Less than half as many cancellation parents and VEEP students as faculty members cited integration benefits and only a fourth as many parents of participants as faculty members did.



Faculty members vary considerably from the other populations in their perception of integration as the most important benefit of VEEP. However, despite their own perception of integration as the most important benefit, most faculty members have correctly ascertained that VEEP students and their parents are motivated by the idea of better academic opportunity rather than racial integration in enrolling in VEEP.

Exposure:

The participant students are the population most likely to cite benefits in the Exposure/Widening Horizons category. This is largely due to the inclusion of "meeting new or different people" in this broad category. Almost as great a ratio of cancellation parents as VEEP students cited exposure of widening horizons benefits. Faculty members were the next most likely and parents of participants were the least.

Nothing:

Not surprisingly, parents of cancellation students were the most likely to indicate that VEEP has no benefits. 7.5% of cancellation parents indicated this. The population least likely to indicate that VEEP has no benefits is receiving faculty.



What do you feel is the most serious problem with the program?

	<u>Participant Student</u>	<u>Parents of Participant</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>	<u>Canceled Parents</u>
1. BUSSING	11.1%	10.7%	2.0%	3.9%	2.5%
2. Late Buses	3.6%	1.8%	0.0%	3.9%	1.3%
3. Crowding on buses	3.6%	0.0%	0.0%	0.0%	0.6%
4. Conflict with bus drivers/ Bad bus drivers	2.0%	0.9%	0.0%	0.0%	0.0%
5. Missing bus means missing school	1.2%	0.6%	0.0%	0.0%	0.0%
6. One-way bussing	0.8%	1.2%	18.4%	7.8%	0.0%
7. Getting up early to take bus	2.4%	1.5%	0.0%	2.0%	2.5%
8. School is far away	1.6%	5.2%	2.0%	3.9%	8.8%
9. Long bus rides	2.4%	1.2%	0.0%	2.0%	3.8%
10. RACIAL PROBLEMS	2.4%	0.9%	0.0%	0.0%	3.8%
11. Fighting/Racial fighting	5.1%	0.3%	2.0%	0.0%	1.3%
12. Prejudice/Bigotry	5.5%	3.0%	0.0%	0.0%	3.8%
13. Very little racial mixing	0.8%	1.2%	2.0%	3.9%	1.3%
14. People who don't want integration	0.4%	0.3%	2.0%	0.0%	0.0%
15. TEACHERS	1.6%	0.9%	2.0%	0.0%	0.0%
16. Teachers don't understand racial problems	0.0%	0.3%	0.0%	0.0%	0.0%
17. Prejudiced teachers	0.0%	1.2%	0.0%	0.0%	0.0%
18. Teachers can't adjust to kids from different backgrounds	0.0%	2.1%	0.0%	0.0%	0.0%
19. Lack of parent-teacher communication	0.0%	0.9%	4.1%	2.0%	1.3%
20. Teachers expect kids to catch up too fast/Work too hard	0.0%	0.6%	0.0%	2.0%	0.0%
21. OTHER	1.9%	3.7%	14.4%	5.9%	6.3%
22. Misunderstood-people don't know program voluntary	0.0%	0.0%	2.0%	0.0%	0.0%
23. People forced into program	0.8%	0.3%	4.1%	0.0%	0.0%
24. Parents force kids into program	0.4%	0.0%	0.0%	0.0%	0.0%
25. People don't care about the kids	0.4%	0.9%	0.0%	0.0%	1.3%
26. Poor education still	0.4%	1.5%	0.0%	3.9%	0.0%
27. Problem children	0.8%	1.2%	0.0%	11.8%	1.3%



What do you feel is the most serious problem with the program? (cont.)

	<u>Participant Student</u>	<u>Parents of Participant</u>	<u>Sending Faculty</u>	<u>Receiving Faculty</u>	<u>Canceled Parents</u>
28. No after school activities	0.4%	0.3%	4.1%	9.8%	0.0%
29. Should be bigger program	0.0%	0.9%	8.2%	0.0%	0.0%
30. Should be more choice of VEEP schools	1.9%	0.3%	0.0%	0.0%	0.0%
31. Too much homework	0.0%	0.3%	0.0%	0.0%	0.0%
32. Language difficulties	0.4%	0.3%	0.0%	0.0%	0.0%
33. Children have difficulty adjusting/Need orientation	0.0%	0.0%	8.2%	15.7%	0.0%
34. Transports best students out of neighborhoods	0.4%	0.0%	12.2%	5.9%	0.0%
35. Expensive	0.0%	0.0%	4.1%	3.9%	0.0%
36. Overcrowded classes	0.0%	0.0%	0.0%	2.0%	0.0%
37. NOTHING	48.6%	54.3%	8.2%	9.8%	57.6%



Problems:

It was much more difficult to categorize responses to the question "What do you feel is the most serious problem with the program?" Therefore, categories of answers vary between the various populations. Because responses vary so much even within a population, there tends to be a rather large percentage of "other" responses. The master table of problems alleviates this somewhat by showing what most of those "other" responses are. Faculty members, especially, cited problems which were difficult to categorize within the broad scope of the whole study and therefore, there are categories of responses for faculty members in their set of distributions not encountered in the distributions for the other populations.

Among all of the populations, bussing problems were the single most often cited problems. Around one fourth of each population mentioned various aspects of bussing as the most serious problem with VEEP. VEEP students, obviously the ones most affected by bussing, were the most likely to cite it as the most serious problem. A total of eight different specific problems related to bussing in addition to bussing itself were cited by VEEP students, their parents, faculty members and parents of cancellation students.

VEEP students were also the most likely to cite racial problems as the most serious problem with the program. Cancellation parents were the next most likely. Less than 6% of VEEP parents and of faculty members mentioned racial problems.

A small proportion of each population cited problems related to teachers. This category includes lack of parent-teacher communication,



without blaming it on anyone, while the other responses in this category cite teachers themselves as a problem.

Responses in the "other" category are too numerous and variable to summarize. Reading the table will provide more information more clearly than a description would. However, a few responses are worth noting:

One faculty member pointed out that the program is misunderstood, that people don't know it is voluntary. Based upon what a few of the participants and their parents said, this is true in some cases. A few parents and students indicated forced participation is the most serious problem with the program, as did two faculty members at sending schools. 5.5% of the parents whose children had previously attended a neighborhood school in San Diego indicated that it was neither problems with their neighborhood school nor positive attributes of VEEP which motivated them to enroll their child, but they had no choice in the matter. Obviously, this is a small percentage of the participants. Most indicated satisfaction with the program and a desire to remain in it. About half indicated there are no problems with VEEP. Nonetheless, the questions remain: Why would people indicate they were forced into the program unless they believed they were? How could someone confuse volunteering to be in a program with being forced into it? Why might someone "force" someone into a voluntary program and how would they do it?



## VEEP STUDENT PARTICIPANTS

### Profile of VEEP Student Sample:

Sixty two percent of the VEEP students interviewed are junior high school students and 38% attend high school. 49.8% are Black, 46.8% are Hispanic, and 3.5% are Asian. 55.1% of the respondents are female and 44.9% are male.

For purposes of comparison, students have been divided into four groups by race and grade level: Hispanic Junior High, Black Junior High, Hispanic High School, and Black High School. Since only 3.5% of the sample is Asian, responses from Asian students are included only in the overall distributions and are not listed separately.

### Satisfaction with VEEP:

Almost half of the students indicated they are very satisfied with the program, and almost half indicated they are somewhat satisfied. Only 2.1% indicated they are not satisfied with VEEP. It is therefore not surprising that most students, 87.8%, indicated they would continue in VEEP through high school graduation rather than return to their neighborhood school. Hispanic students at both the junior high and high school level were more likely to indicate this than Black students. Whereas 90.6% of junior high Hispanics and 95.8% of high school Hispanics indicated they would continue, 76% of Black junior high and 91.7% of Black high school students indicated this.



Over one third of the students who indicate they prefer to continue indicate that they just prefer VEEP or like the school they are presently attending. Another third indicated they are getting a better education in VEEP and this is why they would continue. 14.5% indicated their friends or family are in VEEP. 6.2% indicated they like meeting new people and the change, and 4.7% indicated they like integration.

Twenty seven percent of the students who would prefer to return to their neighborhood school cite bussing as the reason for this return. By and large, students do not like bussing. Another 27% indicated that they want to be closer to home and therefore prefer to return to their neighborhood school. Also mentioned were the better sports opportunities at neighborhood schools and that the student does not like the program or the school.

#### Benefits:

Thirty eight percent of the students indicated that various academic benefits are the most important benefit of VEEP. Hispanics were much more likely to indicate this than Blacks. Only about 28% of the Black students compared to sixty percent of Hispanic junior high and fifty two percent of Hispanic high school students mentioned academic benefits as the most important benefit of VEEP.

Integration was mentioned by 21% of the students as the most important benefit. Integration is the most commonly cited benefit among Black high school students. Forty one percent of the Black high school students indicated integration was the most important



benefit of VEEP.

Students also felt that exposure to different things and widening their horizons was a benefit of VEEP. This includes meeting new people, a wider variety of activities and a more challenging experience. Twenty two percent of the students mentioned this type of benefit. Black junior high students were the most likely to mention this type of benefit. 28.2% of Black junior high students gave responses falling into this category.

Some students, 3.7%, indicated there are no benefits in VEEP. Black students were more likely to indicate this than Hispanics, especially Black high school students, 13.8% of whom indicated the program has no benefits.

#### Problems:

Black students were also less likely to indicate that VEEP has no problems. Nonetheless, nearly half, 47.8% of Black junior high students indicated the program has no problems and well over one third, 36.8%, of Black high school students indicated the same. 60.7% of Hispanic junior high and 41.7% of Hispanic high school students indicated that VEEP has no problems.

Bussing was the most often mentioned problem with VEEP for all the race-grade level groups. Students complained of late busses, problems with bus drivers, crowding on busses, getting up early to catch the bus, and long bus rides. 28.5% of the students indicated that bussing is the most serious problem with VEEP. Hispanic high



school students were the race-grade level cohort most likely to cite bussing - 45.8% of this group did.

Racial problems such as prejudice, bigotry, racial fighting, and very little racial mixing accounted for 14.2% of problems mentioned. Black students cited racial problems much more frequently than Hispanic. Among junior high students, three times as many Black students as Hispanic students cited racial problems. More than four times as many Black high school students as Hispanic indicated that racial problems are the most serious problem with the program.

#### Friends in Program Together:

An overwhelming majority, 92.1%, indicated that they have neighborhood friends who attend the same VEEP school they attend. The only cohort which varies much from this are Hispanic junior high school students. 85.5% of this group indicated their neighborhood friends attend their VEEP school.

#### Student Activities:

Less than a third of the VEEP students, 30.6%, indicated they are participating in a club, organization, or one of the extra-curricular activities offered at their school. Hispanics indicated lower levels of participation than Blacks. While only around 14% of all Hispanics indicated they were involved in a club, organization, or extra-curricular activity, 30.9% of Black junior high and 40.5% of Black high school students indicated they were.



One third of these students indicated they are involved in a sport. High school students especially, cited sports. Among high school students, 60% of the Hispanics and 56.5% of the Blacks mentioned sports. One third of the Hispanic and less than one tenth of the Black junior high students mentioned sports. Other clubs mentioned include social and service organizations, Academic organizations, Human Relations and Music.

Most participant students, 71.9%, indicate they attend school activities such as dances and athletic events. High school students were somewhat more likely than junior high students and Blacks much more likely to indicate they attend school activities. One fourth more of the Black students than of the Hispanic students indicated they attend school activities.

#### Transportation:

The overwhelming majority of students, 94.2%, indicate they ride a school bus to and from school. Actually between 96 and 97% of most students ride the bus, but the overall percentage is skewed somewhat by the 11.6% of Black high school students who get to school by car. About half of the bus riders indicated they wait between six and fifteen minutes for the bus after school and about half indicate they arrive six to fifteen minutes before their first class begins in the morning. 31.1% indicated they arrive sixteen to thirty minutes before their class begins, 11.9% indicated they arrive five minutes or less, and 6.7% indicate they arrive half an hour or more before their first class begins. There is less time after school between the time the last class ends and the time the bus leaves. 35.5% indicated they



have from zero to five minutes, 11.5% indicate they have sixteen to thirty minutes, and 3.8% indicated they have more than half an hour between the time their last class ends and the time the bus leaves.

Summary:

Most students are satisfied with VEEP and would prefer to remain in the program until graduation. Hispanics, especially, indicate this. Academic benefits are seen as the most important benefit of VEEP and so is integration. Academic benefits get more mention by Hispanics and integration by Blacks. Exposure to new things was also mentioned as a benefit of the program.

Nearly half of the students indicated that VEEP has no problems. Bussing was the most commonly cited problem and racial problems the second.

VEEP students appear to be joining the school community. They are making friends with the Non-VEEP students and participating in school social activities.



## PARENTS OF VEEP PARTICIPANTS

### Profile of VEEP Parent Sample:

There were a total of 380 sets of VEEP participant respondents interviewed. Each set consisted of one of the following: (1) a junior high or high school student and his/her parent; (2) the parent of an elementary school student, or, (3) either a parent alone or a student alone if one could not be contacted.

Over three fourths of the parents interviewed were women.

Among the parents interviewed, 20.7% were interviewed in regard to an elementary school student, 49.5% in regard to a junior high school student, and 29.7% in regard to a high school student. 27.7% of the parents indicated their child had entered VEEP sometime before sixth grade and 39.4% indicated their child enrolled in VEEP in seventh grade. The remaining 22.9% indicated their child had enrolled in the program between the eighth and eleventh grades, inclusive.

Close to one fourth of the parents, 23.9%, indicated they have only one school age child. Another fourth indicated they had two, another indicated they had three, and the remaining fourth cited they had four or more school-age children.

### Education:

Almost a third of the parents interviewed, 32.8% have an eighth grade education or less. 16.8% completed nine to eleven years of education. One fifth were high school graduates. 5.2% indicated they had gone to a vocational or trade school, 16.8% indicated they



had had some college, 4.1% indicated they were college graduates and 3.3% indicated they had gone to graduate or professional school.

Income:

One fifth of the parents indicated they have annual incomes under \$7,000 and \$10,999 per year. 23.2% indicated their income was between \$11,000 and \$19,999. The remaining one fourth indicated their annual income is \$20,000 or over.

Race:

47.1% of the parents indicated they were Hispanic, 45.1% indicated they were Black, 4.4% indicated they were White, and 3.4% indicated they were Asian.

Black and Hispanic parents have been divided into six different groups according to their race and their child's grade in school. Only Black and Hispanic parents were grouped this way because there were too few parents of the other races for making meaningful comparisons. The distribution of the six groups is as follows:

	<u>Cohort</u>	<u>%</u>
1. Hispanic, elementary	(39)	14.3
2. Black, elementary	(31)	11.4
3. Hispanic, junior high	(71)	26.1
4. Black, junior high	(57)	21.0
5. Hispanic, high school	(29)	10.7
6. Black, high school	(45)	16.5



Reasons for Leaving Neighborhood School:

Most of the parents, 79.9%, indicated their child had attended a neighborhood school in San Diego before enrolling in VEEP. These parents were asked what it was about their neighborhood school that had prompted them to enroll their child in VEEP. The single most commonly cited answer was that the school was rough, or that discipline was poor. This was especially true among Black parents of elementary school children. 31.8% of the parents indicated this. 15.8% of all parents interviewed said they were dissatisfied with the education their child had been receiving. 14.7% of the parents indicated that some aspect attracted them to the program. Hispanic elementary parents were the most likely to indicate this. 23.1% of these parents cited positive attributes of VEEP as what prompted them to enroll their child in the program. 10.6% indicated that their child chose to enroll in VEEP. As might be expected, none of the parents of elementary school students gave this response. However, one in five Black parents of junior high students and one in four Black parents of high school students indicated this. A comparatively small proportion of Hispanic parents, 6.8% of junior high parents and 4.0% of high school, indicated that their child chose to enroll in the program. Another response was that the student's friends or other family members were enrolled in the program. 7% of the parents indicated this. 4.8% indicated there was nothing about their neighborhood school which prompted them to enroll their child in VEEP. 5.5% of the parents indicated they had no choice in the matter or that they had



not enrolled their child in VEPP, the child had been put in the program. This was most common among Black parents of elementary school students. 9.1% of those parents indicated they had not freely chosen to enroll their child in VEPP.

Most Plan to Stay in Program:

The great majority of parents, 88.6% would like their child to continue in VEPP until graduation from high school. This was especially true of parents of high school students. At all three levels, Hispanic parents were more likely to indicate this than were Black parents. 8.1% of the parents would prefer their child return to their neighborhood school. This response was more common among Black elementary and junior high parents. 17.2% of Black elementary and 18.4% of Black junior high parents indicated this. The remaining 3.3% prefer some third alternative.

Benefits:

The majority of parents indicated that better education and various academic benefits were the most important benefit of VEPP. 62.5% of parents indicated this. The next most common response category included various aspects of integration. 12.5% of the parents indicated this. 5.4% gave responses having to do with exposing the child to more, broadening her/his horizons. 3.0% indicated the program has no benefits.



### Problems:

One quarter of parents cited bussing as the most serious problem with the program. There were complaints of late buses, overcrowding on buses, the inflexible schedule, and taking children far from home. 8.5% indicated teachers or some aspect of education was the most serious problem with VEEP. 5.8% cited racial problems and conflicts. Well over half, 54.3%, indicated there is no "most serious problem" with the program.

### Enthusiasm:

Most parents, 70.1%, indicate their children are very enthusiastic about school in general. Hispanic elementary parents are the race-grade level group most likely to indicate this (87.2%) while Black high school parents are the least (60.5%). 22.3% of parents indicated their child is somewhat enthusiastic while only 7.5% indicated their child is not enthusiastic about school in general.

Parents characterized their child as being slightly less enthusiastic about VEEP than about school in general. Two thirds indicated their child is very enthusiastic about VEEP, 23.8% indicated somewhat enthusiastic, and 9.7% indicated their child is not enthusiastic about VEEP.

### Other Children in VEEP:

Among the three fourths of the parents who have more than one school age child, 46.6% indicate that all of their children are enrolled in VEEP. Among the 53.4% who indicated that not all of their



children are enrolled, 46% say their other children are not old enough or that they want their younger children close to home. 17.7% indicated their other children are satisfied with their neighborhood school. Another 17.7% indicated their other children attend a special school, such as private, parochial, magnet, school for the handicapped, etc. 4.8% said their other children had had a problem with VEEP or didn't like it.

Summary:

Most parents choose to enroll their children in VEEP because they are dissatisfied with their neighborhood schools. They complain the neighborhood schools are rough and their children are not receiving a good education. These parents want their children to remain in the program. They indicate the most important benefit of VEEP is better education. Bussing is seen as the program's most serious problem. The parents of VEEP participants characterize their children as enthusiastic about school and about VEEP.

Less than half of the parents who have more than one school age child have all of their children enrolled in VEEP. The primary reason cited for not enrolling the other children in VEEP was that the other children are too young and the parents want them close to home. Parents also indicated that their other children are satisfied with the neighborhood school.



## VEEP CANCELLATION STUDENTS

### Profile of Sample:

Exactly half of the students surveyed are female and half are male. Three fourths of the respondents are Black and 23% are Hispanic. One percent indicated they are White. Two thirds of the cancellation student respondents are in grades seven to nine and the remaining third are in grades ten to twelve.

### Neighborhood School Experience:

Most of the students, 84.1%, indicated they had attended a neighborhood school in San Diego prior to enrolling in VEEP. More than half reported they had been getting along very well, more than one third reported they had been getting along fairly well, and only one in ten students indicated they had not been getting along well in their neighborhood school before enrolling in VEEP.

### Reasons for Enrolling in VEEP:

Three fourths of the students indicated quality education rather than racial integration was the reason they had enrolled in VEEP. One fifth indicated both integration and education were the motivations for VEEP enrollment.

About half of the students indicated it was their parents'



idea to enter VEEP, 28% indicated that both they and their parents had had the idea, and about one fifth indicated their parents had been the ones who had wanted them to enroll in VEEP.

#### Reasons for Leaving VEEP:

Students were more likely to identify themselves as the one who decided they should withdraw from VEEP than to identify any single other party. Forty-four percent of the students leaving VEEP reported that the decision had been their own. One fourth of the cancellation students indicated withdrawing from VEEP had been their parents' decision. The school was cited as the one who had decided the student should withdraw by 17.9% of the respondents. Four percent indicated two or more parties had made the decision and 10.3% mentioned others.

The reason cited most often for withdrawing from VEEP was bussing problems. Thirty percent of the respondents indicated this. The second most common reason mentioned was that they did not like the program. Fourteen percent indicated this while 13% indicated they were not getting along in school. This reason accounted for 40% of school initiated withdrawals. Other reasons for withdrawing included poor grades, leaving school altogether, moving, and transferring to another program. Three percent indicated they had not withdrawn from VEEP but that they had transferred to another VEEP school.



Others in VEEP:

Three fourths of the cancellation student respondents indicated they had attended the VEEP school with friends from their neighborhood. Among the students who presently attend the same school as one of their siblings, nearly sixty percent indicated their sibling had attended the same VEEP school the respondent had attended.

School Activities:

The majority of students, 81%, indicated they were not participating in a club, organization, or one of the extra-curricular activities offered at their school. Among those who indicated they were, sports were the single most often cited activity. Three fourths of all cancellation respondents indicated they attend such school activities as dances and athletic events.

Summary:

Most of the students had been getting along at least fairly well in their neighborhood school when they enrolled in VEEP. Most students enrolled to get a better education and left because of bussing problems, the program, or not getting along well at the VEEP receiving school.



## VEEP CANCELLATION PARENTS

### Profile of Sample:

One fourth of the cancellation parents interviewed indicated they had had eight or fewer years of education. Twenty-two percent indicated they had had nine to eleven years of education. Nearly thirty percent are high school graduates, nearly ten percent attended vocational or trade school, and nearly eleven percent indicated they had attended college. Three percent indicated they are college graduates.

Two thirds of the cancellation parents interviewed identified themselves as Black, 28% identified themselves as Hispanic, 3.2% as White and 1.1% as Asian. Most respondents, 88% are female. Twenty-eight percent indicated they have annual incomes less than \$7,000. Twenty-six percent have incomes falling between \$7,000 and \$8,999. \$9,000 to \$14,999 per year was the income indicated by 21.8% of the cancellation parents. The remaining 23.1% indicated they have an annual income of \$15,000 or more.

### Length of Time in VEEP:

Sixteen percent of the parents interviewed indicated their child had enrolled in VEEP prior to sixth grade. Twelve percent indicated their child enrolled while in the sixth grade. Over half, 51.6% reported their child was in the seventh grade when s/he enrolled in VEEP. The remaining 20.5% entered VEEP



sometime during grades eight through eleven.

Sixteen percent of the cancellation parents interviewed indicated their child left the program while in elementary school. Most of the parents reported that their child withdrew from VEEP during junior high. 20.2% reported seventh, 20.2% reported eighth, and 15.7% reported ninth as the grade their child was in when s/he withdrew from VEEP. 28.5% were in high school when they withdrew.

Over two-thirds of the parents indicated their child had been in the program one year or less. 13.5% had been in the program about two years, 10.4% for four, and 2.1% for five years.

#### Neighborhood School Experience:

Most of the parents, 83.9%, indicated their child had attended a neighborhood school in San Diego before entering VEEP. Among these parents, most indicated their child was getting along at least fairly well in the neighborhood school before entering VEEP-- 56.4% reported their child was getting along very well, 28.2% fairly well, and only 15.4% reported their child was not getting along well in the neighborhood school.

Most of the parents indicated their VEEP cancellation student has returned to the neighborhood school - 72.2% reported this. Other students are presently in magnet, private, or parochial schools or not attending school.

#### Reasons for Leaving VEEP:

Over one third of the parents, 36.5%, identified themselves as the one who had decided the student should withdraw from VEEP.



29.4% indicated the student had made this decision and 17.9% indicated the school had. 9.4% of the cancellation parents indicated combinations of two or more parties as responsible for the decision to withdraw.

One fourth of the parents indicated that the reason the student was withdrawn from the program was that s/he was not getting along in school. This was especially true for those who indicated the withdrawal was school initiated. Fifty-seven percent of school initiated withdrawals were attributed to not getting along. Twenty-two percent of the parents indicated bussing problems were the reason for cancelling VEEP enrollment. Thirty percent of student initiated and 33.3% of parent initiated withdrawals were attributed to bussing. Fifteen percent indicated that the student not liking VEEP was the cause of withdrawal. This accounted for one fourth of student initiated withdrawals. Seven and one-half percent of the parents indicated that moving was the reason their child withdrew from the program. Four percent indicated that the student had not withdrawn from VEEP but only transferred to another VEEP school.

#### Problems:

Surprisingly, 61.3% of the parents indicated that the program has no problems. The most often cited actual problem is bussing. Nineteen percent of the cancellation parents indicated that bussing is VEEP's most serious problem. Ten percent mentioned racial problems. Among the parents who mentioned problems, most indicated they would consider enrolling their child in VEEP if the problem were remedied.



### Benefits:

Better education is the most frequently cited benefit of VEEP by cancellation parents. Forty-two percent indicated this. Twenty-two percent indicated integration is the most important benefit and 19.4% indicated exposing their child to new experiences. Seven and one-half percent indicated that VEEP has no benefits.

### Other Children in Family:

Sixteen percent of cancellation parents surveyed indicated they have only one school-age child. Nearly two thirds have two, three, or four children. Eighteen percent indicated they have five or more school-age children.

Among the 84% who do have more than one child in school, over half, 55%, indicated that at least one of their other children was enrolled in VEEP. Three fourths of these parents indicate they still have at least one other child who did not withdraw from VEEP.

### Summary:

Over half of these respondents are parents of students who enrolled in VEEP in the 7th grade. Most of the withdrawals occurred while the student was attending junior high. Over two thirds had been in the program one year or less when they withdrew.



Parents indicated that their child was getting along at least fairly well at the neighborhood school when they enrolled in VEEP. Most of the students who cancelled out of the program have returned to these neighborhood schools.

Parents indentified themselves, the student, and the school, in that order, as the party responsible for cancelling the VEEP enrollment. Reasons for withdrawing include not getting along, bussing problems, and not liking the program.

Many parents indicated VEEP has no problems. Others camplained of bussing and racial problems, but most of them would consider re-enrolling their child if the problems were remedied. Education and integration are seen as the programs' benefits.



STUDENTS AT VEEP-RECEIVING SCHOOL

Profile:

A total of 246 randomly selected non-VEEP students from four different VEEP-receiving schools were surveyed. The four schools chosen for sampling are the two highest VEEP-receiving junior high and high schools. The proportion of students in the sample from each school is as follows:

<u>Junior Highs</u>		<u>High Schools</u>	
Hale	28.8%	Madison	28.0%
Muirlands	25.5%	Patrick Henry	17.7%

Eighty eight percent of the students interviewed are white, 6.9% are Hispanic, 3.8% are Black, 0.8% are Asian and 0.8% are Alaskan or American Indian. 49.2% of the respondents are female and 50.8% are male.

Familiarity with VEEP:

A majority of the students, 53.1%, indicate they are familiar with VEEP. Junior high school students (62.1%), were more likely to indicate this familiarity with the program than high school students (40.9%). Most of the students who indicated they are familiar with VEEP indicated that the purpose of the program is integration. More than two thirds of the junior high and more than three fourths of the high school students indicated this. Other answers as to the purpose



of VEEP included to get people together (13.6%), better education (6.8%) and bussing (5.9%).

#### Rating of VEEP:

Among the students who are familiar with VEEP, 62.5% of the junior high students and 73.2% of the high school students indicated the program is working fairly well. The rest of the junior high students divided equally between very well and not well at all (16.9% each). High school students were more favorable in their evaluation. None of the high school students indicated the program is not working well at all and 26.8% indicated VEEP is working very well.

#### Friends Among VEEP Students:

Most of the students who are familiar with VEEP indicate they have made friends among the students who are bussed in under the program. 84.1% of the junior high and 80.0% of the high school students indicated this.

#### Student Activities:

One fourth of the junior high school students and slightly more than one third of the high school students were participating in a club, organization, or one of the extra-curricular activities offered at their school. Sports was the most commonly cited activity in which these students participated. 26.2% of junior high students and 58.2% of high school students who indicated they participate in a club,



organization, or extra-curricular activity at school mentioned sports. Academic clubs and organizations were the second most frequently mentioned. 17.2% mentioned academically oriented clubs or organizations.

#### Importance of Integration:

One out of three students surveyed indicated that school integration is not important to them. 34.9% of junior high and 42.7% of high school students indicated that school integration is somewhat important to them. 30.2% of junior high and 24.5% of high school students indicated that school integration is very important to them.

Three fourths of high school and two thirds of junior high school students indicated they mix socially on campus regardless of race. 88.2% of high school students and 70.2% of junior high school students indicated they do not avoid certain activities or certain areas of campus in order to avoid being in a group where most of the members are of a race different than their own. High school students also characterized relations between the various ethnic groups on campus more favorably than did junior high students. 39.1% of high school students compared to 28.2% of junior high students indicated race relations are good on campus. 50.0% of high school students characterized relations as fair while 57.3% of junior high students indicated this. A much smaller percentage of students characterized relations between the various ethnic groups on campus as poor. 10.0% of high school and 14.5% of junior high school students indicated this.



### Violence on Campus:

Junior high school students also see violence as more serious of a problem on their campus than did high school students. Only 1.8% of the high school students surveyed indicated that violence between students is a serious problem on campus while 22.0% of the junior high students indicated this. Two thirds of high school compared to less than one third of junior high students indicated it is not a problem at all. The remaining students, 46.2% junior high and 31.5% high school indicated violence between students is a somewhat serious problem on campus.

### Summary:

Slightly over half of the students at the VEEP receiving schools indicated they are familiar with VEEP. Most of these students understand the purpose of the program is integration. They indicate the program is working fairly well and that they are making friends with the VEEP students.

Among the VEEP receiving students surveyed, roughly one third indicate school integration is very important, one third indicate it is somewhat important, and one third indicate it is not at all important to them. Students indicate they mix socially on campus regardless of race and tend to characterize relations between the various ethnic groups on campus as fair.



## FACULTY MEMBERS FROM VEEP SENDING AND RECEIVING SCHOOLS

### Profile of Sample Population:

A total of one hundred and four randomly selected faculty members were surveyed, thirteen from each of eight different schools.

<u>VEEP SENDING</u>	<u>VEEP RECEIVING</u>
Memorial Junior High	Hale Junior High
O'Farrell Junior High	Muirlands Junior High
Morse High School	Madison High School
San Diego High School	Patrick Henry High School

Fifty seven percent of the faculty members surveyed are men and 43% are women. Eighty nine percent are white, 7% are Hispanic, and 4% are Black. 8.7% hold a non-teaching position such as counselor or librarian. 18.3% teach English, 14.4% teach math, 12.5% teach social sciences, 12.5% teach business or vocational/industrial arts, 11.5% teach physical education, 5.8% teach physical or life sciences, 5.8% teach foreign languages and 10.6% teach other subjects.

### Rating of VEEP:

Most faculty members, 60.4%, indicated VEEP is a good program. Only 7.3% indicated it is a poor one. However, there are sharp differences between faculty members at sending and receiving schools in this evaluation. Three fourths of the receiving faculty as opposed to only 43.5% of the sending faculty indicated VEEP is a good program. While only 2% of receiving faculty members indicated VEEP is a poor



program, 13% of their sending counterparts indicated this. Twice as many sending (43.5%) as receiving (22.0%) rated VEEP as a fair program.

### Benefits:

When asked what they felt was the most important benefit of VEEP, faculty members gave a wide variety of answers. Most of the answers, however, fall into three broad categories. 44.9% of faculty at sending schools and 51% of the faculty at receiving schools mentioned various aspects of integration as the most important benefit of VEEP. The second largest category concerned exposing students to more, broadening their horizons. 10.2% of the sending faculty and 17.6% of receiving faculty gave answers falling into this category. 17.6% of the receiving faculty mentioned various academic benefits as the most important benefit of the program, but none of the sending faculty members indicated this. The remaining 29% gave a variety of other answers, such as the program is voluntary and that it gives minorities an even break. Appendix VII contains a detailed list of these responses.

### Problems:

The single most commonly cited problem with the program among faculty members is bussing. Both sending and receiving faculty mentioned a variety of problems with bussing such as long bus rides, late buses, and bussing children far from their homes. Altogether, problems related to bussing account for 23% of all problems mentioned by faculty members. The second most commonly cited problem was that students have difficulty adjusting and need orientation. 15.7% of all receiving faculty and 8.2% of all sending faculty saw this as a problem.



The third most commonly cited problem is that the best students leave the neighborhood schools. 9% of the faculty members surveyed indicated this. Not suprisingly, more than twice as many sending faculty (12.2%) as receiving faculty (5.9%) saw good students leaving neighborhood schools as the most serious problem with VEEP. Similarly, 11.8% of receiving faculty said problem children were the most serious problem with the program while none of the sending faculty members mentioned this. 8.2% of sending faculty indicated the program needs to be expanded while no receiving faculty indicated this. Both sending and receiving faculty members saw racial problems and conflicts as a serious problem. 6.1% of sending and 3.9% of receiving faculty indicated racial problems and conflicts are the most serious problem with VEEP. Four percent of all faculty members indicated that the most serious problem with VEEP is that it is expensive. Nine percent indicated the program has no problems. The remaining 21% mentioned a wide variety of other problems such as classes becoming overcrowded and a lack of parent-teacher communication. Appendix VII contains a detailed list of responses.

#### Modifications:

Faculty were also asked for suggestion for modifications to improve VEEP. The single most commonly cited modification was to make bussing two-way and expand white enrollments. One out of five sending faculty members made this suggestion, but none of the receiving faculty did. 12.2% of the faculty said no modifications were needed, 7% of the sending faculty and 17% of the receiving. About



11% of all faculty indicated that an orientation program and support for participating students is needed. Another suggestion was to enlarge the program. 9.3% of sending faculty and 2.1% of receiving faculty made this suggestion. About four and one half percent suggested increasing parental involvement in the progra. Other suggestions included changing school boundaries (3.3%), having smaller classes for students who need help (3.3%), having security or supervision on buses and at bus stops (3.3%) and discontinuing the program (3.3%) (the other 40.2% of the suggestions varied greatly. See Appendix IX for complete listing.

#### Who Benefits?:

Faculty members were asked who they thought benefited from school integration. Forty six percent indicated that everyone benefits from school integration, 52% of the sending faculty, and 40% of the receiving. Twenty two percent indicated that all students are the beneficiaries of school integration while 4% of the sending faculty and 18% of the receiving, indicated that VEEP participants are the ones who benefit. Eighteen percent of the receiving faculty and 2% of receiving and 6% of sending faculty indicated that everyone on an integrated campus benefits.

#### Who Suffers?:

Many faculty members, 46% of sending and 27.5% of receiving, indicated that no one suffers as a result of integration. Students who ride the bus were the ones who 17.5% of the faculty felt suffered



as a result of school integration. 2% of sending and 13.9% of receiving faculty indicated that neighborhood schools suffer as a result of integration. 5.9% indicated that bigots suffer. Five percent said that forced VEEP participants suffer, 8% of sending faculty and 2% of receiving. 7.8% of receiving faculty indicated that students at a high academic level suffer, but none of the sending faculty indicated this. Four percent of all faculty indicated that students suffer as a result of school integration.

#### Activities to Aide VEEP Students:

Receiving faculty members were asked whether they were involved in any activity designed to aid VEEP students. 39.1% indicated they were. Among those, 29.4%, indicated that they are on a Human Relations Committee, 17.6% indicated that they tutor VEEP students or give them special help, 11.8% indicated that they are involved in ESAA and 11.8% indicated that they teach English as a second language.

#### Summary:

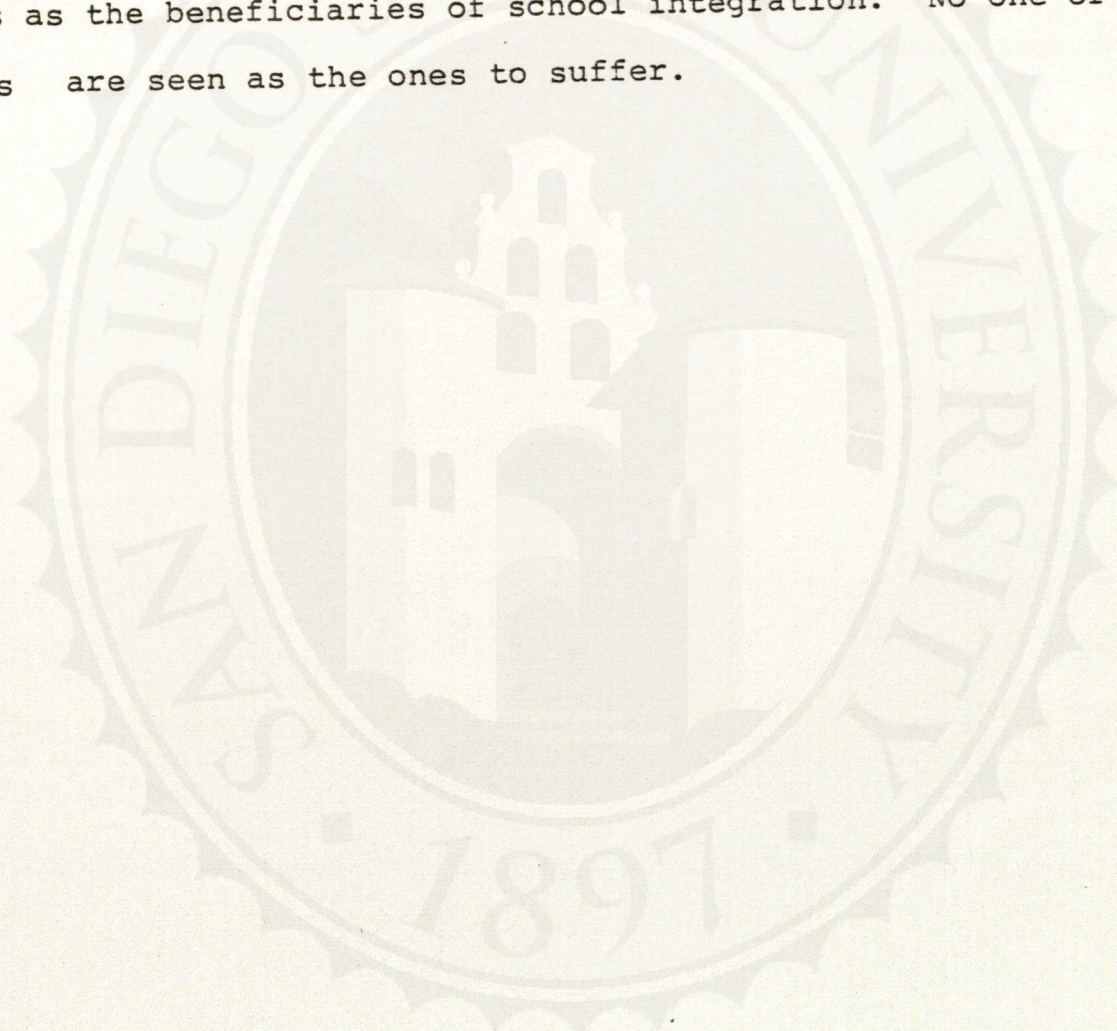
Most of the faculty members indicated VEEP is a good program. Integration is seen as the most important benefit and bussing is viewed as the most serious problem. Faculty members at VEEP sending schools and those at receiving schools differ in their perceptions of the program. Receiving faculty members are more likely to rate the program positively than their sending counterparts. They are more likely to cite problem children as the most serious problem with



the program and less likely to cite draining sending schools of good students, than faculty at sending schools. Sending faculty members are the ones who suggest making the program two-way to include white students.

Faculty members from both sending and receiving schools would like to see an orientation program for VEEP-participants.

Faculty most commonly cite everyone, students, or VEEP participants as the beneficiaries of school integration. No one or bus riders are seen as the ones to suffer.





APPENDIX I





Text of VEEP pre-contact:

Hello, I'm calling for the San Diego City School District. The Integration Task Force is currently evaluating the District's Voluntary Ethnic Enrollment Program (VEEP) so that it might better serve the needs of the participants and the community. We need your input in order to complete the evaluation. Would you be willing to cooperate? (If yes.) Thank you. In the next couple of weeks a representative of the Social Science Research Laboratory will be calling you to ask you some questions about your views on the VEEP program.



## VEEP STUDENT PARTICIPANT

May I please speak to \_\_\_\_\_ ?

Hello, this is \_\_\_\_\_ (GIVE FIRST AND LAST NAME) calling from the Social Science Research Lab. We are conducting an evaluation of the Voluntary Ethnic Enrollment Program, VEEP, for the Integration Task Force. Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. All answers will be held strictly confidential. The questions I need to ask take 5 to 10 minutes. Okay?

IF NOT AT HOME OR IF BUSY RIGHT NOW, OBTAIN TIME FOR CALLBACK. (CALLBACK AT \_\_\_\_\_)

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

1. What is your grade in school?

07      08      09      10      11      12

1. \_\_\_\_\_

2. What is your race?

☐ 0. Hispanic    ☐ 1. White    ☐ 2. Black    ☐ 3. Asian    ☐ 4. Indian/Alaskan

2. \_\_\_\_\_

3. If you had your choice, would you continue on in VEEP until you graduate from high school, or would you prefer to return to your neighborhood school?

☐ 1. Continue    ☐ 2. Return    ☐ 3. Other \_\_\_\_\_    ☐ 9. dk/na

3. \_\_\_\_\_

4. Why would you make that choice?

4. \_\_\_\_\_

5. Which is the primary reason you are in VEEP - for racial integration or quality education?

☐ 1. Integration    ☐ 2. Education    ☐ 3. Both    ☐ 9. dk/na

5. \_\_\_\_\_

6. How satisfied are you with VEEP? Are you very satisfied, somewhat satisfied, or not satisfied with VEEP?

☐ 1. Very satisfied    ☐ 2. Somewhat satisfied    ☐ 3. Not Satisfied    ☐ 9. dk/na

6. \_\_\_\_\_

7. What do you personally feel is the most important benefit of VEEP?

7. \_\_\_\_\_

8. What do you personally feel is the most serious problem with the program?

8. \_\_\_\_\_

9. Do any of your neighborhood friends attend the same VEEP school you attend?

☐ 1. Yes    ☐ 2. No    ☐ 9. dk/na

9. \_\_\_\_\_

10. Do you spend time outside of school with friends from your VEEP school who are not in VEEP?

☐ 1. Yes    ☐ 2. No    ☐ 9. dk/na

10. \_\_\_\_\_

11. Whose idea was it for you to enter VEEP? Did your parents encourage you, or did you convince them?

☐ 1. Parents' idea    ☐ 2. Student's idea    ☐ 3. Both    ☐ 9. dk/na

11. \_\_\_\_\_



12. Are you currently participating in a club, organization or one of the extra-curricular activities offered at your school?

☐ 1. Yes ☐ 2. No ☐ 9. dk/na

12. \_\_\_\_\_  
if no or dk,  
skip to 15

13. (IF YES) Which ones? (LIST FIRST TWO MENTIONED)

(13) \_\_\_\_\_

(14) \_\_\_\_\_

13. \_\_\_\_\_

15. Do you attend school activities such as dances and athletic events?

☐ 1. Yes ☐ 2. No ☐ 9. dk/na

14. \_\_\_\_\_

15. \_\_\_\_\_

16. How do you get to school?

☐ 1. School Bus ☐ 2. Car ☐ 3. Public Bus ☐ 4. Bike ☐ 5. Walk ☐ 6. Other ☐ 9. dk/na

16. \_\_\_\_\_

17. (IF RIDES SCHOOL BUS) About how much time is there between the time the bus arrives at school in the morning and the time your first class begins?

☐ 1. 0-5 minutes ☐ 2. 6-15 mins ☐ 3. 16-30 mins ☐ 4. More than 30 mins

☐ 8. Inap

☐ 9. dk/na

17. \_\_\_\_\_

18. (IF RIDES SCHOOL BUS) And how about between the time your last class ends and the time the bus leaves?

☐ 1. 0-5 minutes ☐ 2. 6-15 mins ☐ 3. 16-30 mins ☐ 4. More than 30 mins

☐ 8. Inap.

☐ 9. dk/na

18. \_\_\_\_\_

19. How important is racial integration to you? Is it very important, somewhat important, or not important to you?

☐ 1. Very important ☐ 2. Somewhat important ☐ 3. Not important ☐ 9. dk/na

19. \_\_\_\_\_

20. Outside of class during lunch, breaks, and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?

☐ 1. Same Race ☐ 2. Mix regardless of race ☐ 9. dk/na

20. \_\_\_\_\_

21. How much of a problem do you think violence between students is on campus? Is it a very serious, somewhat serious, or not a problem on campus?

☐ 1. Very serious ☐ 2. Somewhat serious ☐ 3. Not serious ☐ 9. dk/na

21. \_\_\_\_\_

22. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?

☐ 1. Good ☐ 2. Fair ☐ 3. Poor ☐ 9. dk/na

22. \_\_\_\_\_

23. Do you avoid certain activities or certain areas of campus in order to avoid being in a group where most of the members are of a race different than your own?

☐ 1. Yes ☐ 2. No ☐ 9. dk/na

23. \_\_\_\_\_

24. I have just 2 final questions. First, how far would you like to go in school?

☐ 1. Less than HS graduation ☐ 2. Graduate from High School  
☐ 3. Attend college or vocational school ☐ 4. Graduate from a 4-year college  
☐ 5. Obtain an advanced degree (MA, MS, MD, Ph.D, etc) ☐ 6. Unsure ☐ 9. dk/na

24. \_\_\_\_\_



25. And how far do you think you will probably go in school?

1. Less than High School 2. Graduate from High School

3. Attend college or vocational school 4. Graduate from a 4-year college

5. Obtain an advanced degree (MA, MS, MD, Ph.D,etc) 6. Unsure 9. dk/na 25. \_\_\_\_\_

That concludes our survey. Thank you very much for your help in this project.

RECORD TIME INTERVIEW ENDS: \_\_\_\_\_

26. Elapsed time: \_\_\_\_ mins.

27. Sex 1. Female 2. Male

28. Interviewer # \_\_\_\_

29. Date: \_\_\_\_\_

IF PARENT HAS NOT BEEN INTERVIEWED, ASK TO SPEAK TO PARENT. IF UNAVAILABLE,  
GET TIME FOR CALLBACK.



May I please speak to \_\_\_\_\_?

Hello, this is \_\_\_\_\_ (GIVE FIRST AND LAST NAME) calling from the Social Science Research Lab. We are conducting an evaluation of the Voluntary Ethnic Enrollment program, VEEP, for the Integration Task Force. The questions I need to ask take 5 to 10 minutes. Okay? Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. All answers will be held strictly confidential. If you have more than one child, please answer these questions only in regard to \_\_\_\_\_.

IF NOT AT HOME OR IF BUSY RIGHT NOW, OBTAIN TIME FOR CALLBACK. (CALL BACK AT \_\_\_\_\_)

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

First of all,

1. What grade is \_\_\_\_\_ in?  
07    08    09    10    11    12    1. \_\_\_\_\_
2. What grade was s/he in when s/he enrolled in VEEP?  
00    01    02    03    04    05    06    07    08    09    10    11    12    2. \_\_\_\_\_  
(K)
3. Did your child attend a neighborhood school in San Diego before enrolling in VEEP?  
1. Yes    2. No    9. dk/na    3. \_\_\_\_\_  
if no or dk, skip to:
4. (IF YES) What was it about your neighborhood school that prompted you to enroll your child in VEEP?  
4. \_\_\_\_\_
5. Which is the more important reason to you for enrolling your child in VEEP?  
Racial integration or quality education?  
1. Integration    2. Education    9. dk/na    5. \_\_\_\_\_
6. Originally, whose idea was it to enroll in VEEP? Your's or your child's?  
1. Parents'    2. Child's    3. Both    9. dk/na    6. \_\_\_\_\_
7. Would you like your child to continue in VEEP until graduation from high school, or would you prefer that s/he return to a neighborhood school?  
1. VEEP    2. Return to neighborhood    3. Other \_\_\_\_\_ (specify)    9. dk/na    7. \_\_\_\_\_
8. What do you personally feel is the most important benefit of VEEP?  
8. \_\_\_\_\_
9. What do you feel is the most serious problem with the program?  
9. \_\_\_\_\_
10. Does your child bring home or visit friends who go to the VEEP-receiving school s/he attends?  
1. Yes    2. No    9. dk/na    10. \_\_\_\_\_



11. Would you say your child is very, somewhat, or not enthusiastic about school in general?  
☐ 1. Very enthusiastic ☐ 2. Somewhat enthusiastic ☐ 3. not enthusiastic ☐ 9. dk/na 11. \_\_\_\_\_
12. Would you say your child is very, somewhat, or not enthusiastic about VEEP?  
☐ 1. Very ☐ 2. Somewhat ☐ 3. Not ☐ 9. dk/na 12. \_\_\_\_\_
13. How many school-age children do you have? 13. \_\_\_\_\_  
 if 1 skip to 1
14. (IF MORE THAN ONE) Are all of them enrolled in VEEP?  
☐ 1. Yes ☐ 2. No ☐ 8. Inap ☐ 9. dk/na 14. \_\_\_\_\_  
 if yes skip to 1
15. (IF NO) Why not? 15. \_\_\_\_\_

Now I have just a few quick final questions.

16. How long have you been living in San Diego? 16. \_\_\_\_\_
17. How long have you been living at your present address? 17. \_\_\_\_\_
18. What's the highest grade in school that you completed?  
 0 1 2 3 4 5 6 7 8 9 10 11 12 ☐ 13 Vocational of trade school ☐ 14 Some college ☐ 15 College grad ☐ 16 Grad or prof school 18. \_\_\_\_\_
19. What is your race?  
☐ 0. Hispanic ☐ 1. White ☐ 2. Black ☐ 3. Asian ☐ 4. Alaskan/Indian 19. \_\_\_\_\_
20. What's the approximate annual income of your household?  

01. LT 3,000	06. 13-15	11. 23-25
02. 3-5	07. 15-17	12. 25-30
03. 5-7	08. 17-19	13. 30 +
04. 7-9	09. 19-21	90. Refused
05. 9-11	10. 21-23	99. DK/NA

 20. \_\_\_\_\_

That concludes our survey. Thank you for your help in this project.

RECORD TIME INTERVIEW ENDS \_\_\_\_\_

21. Elapsed time \_\_\_\_\_ mins
22. Sex  
☐ 1. Female ☐ 2. Male
23. Interviewer number \_\_\_\_\_

IF STUDENT HAS NOT BEEN INTERVIEWED, ASK TO SPEAK TO STUDENT. IF UNAVAILABLE, GET TIME FOR CALLBACK.

24. DATE \_\_\_\_\_



## VEEP PADRES

¿Puedo hablar con \_\_\_\_\_?

Hola, soy \_\_\_\_\_ (DA TU PRIMER NOMBRE Y APELLIDO) Estoy llamando del Laboratorio de ~~Rebusca~~ de Ciencias Sociales. Estamos conduciendo una evaluación del Programa Voluntario de Alistamiento Étnico, VEEP, para las Agrupación de Fuerzas Integradas. Las preguntas que necesito preguntarle toman de 5-10 minutos. ¿Está bien? Su cooperación en este estudio es completamente voluntaria, sientase libre de discontinuar a cualquier momento. Todas las respuestas se toman en confidencia. Si tiene más de un hijo, por favor conteste las preguntas en relación a \_\_\_\_\_.

SI NO SE ENCUENTRA EN CASA O SI ESTA OCUPADO(A)? OBTENGA LA HORA EN CUAL PUEDE VOLVER A LLAMAR. (VUELVA A LLAMAR A LA \_\_\_\_\_ )

ANOTE LA HORA QUE EMPIEZA LA ENTREVISTA

Primeramente,

1. ¿En qué año está \_\_\_\_\_ ?  
 00    01    02    03    04    05    06    07    08    09    10    11    12  
 1. \_\_\_\_\_
2. ¿En qué año estaba el(ella) cuando se enlisto en VEEP?  
 00    01    02    03    04    05    06    07    08    09    10    11    12  
 2. \_\_\_\_\_
3. ¿Asistió su hijo(a) a una escuela en la vecindad en San Diego antes de enlistarse en VEEP?  
 1. Yes    2. No    9. dk-na  
 3. \_\_\_\_\_
4. (SI LA RESPUESTA ES "SI") ¿Qué fue lo que la hizo cambiar a su hijo(a) de esa escuela a VEEP?  
 \_\_\_\_\_  
 4. \_\_\_\_\_
5. ¿Qué razón es mas importante para enlistar a su hijo en VEEP - integración racial o la calidad de educación?  
 1. Integración    2. Educación    9. dk-na  
 5. \_\_\_\_\_
6. Originalmente, ¿de quien fue la idea de enlistar a su hijo en VEEP - suya o la de su hijo?  
 1. Idea de padres    2. Idea de hijo    3. Los dos    9. dk-na  
 6. \_\_\_\_\_
7. ¿Le gustaria que su hijo continúe en VEEP hasta que se reciba de la escuela secundaria, o prefiere que vuelva a la escuela de su vecindad?  
 1. VEEP    2. Vuelva a vecindad    9. dk-na  
 7. \_\_\_\_\_
8. En su opinión, ¿cual es el beneficio mas importante de VEEP?  
 \_\_\_\_\_  
 8. \_\_\_\_\_
9. ¿Cuál es el problema mas serio con el programa?  
 \_\_\_\_\_  
 9. \_\_\_\_\_



10. ¿Envita su hijo amigos de la escuela VEEP que el atiende a la casa o los visita? A8

1. Sí 2. No 9. dk-na

10. \_\_\_\_\_

11. ¿Diría ud. que su hijo está muy entusiasmado con la escuela en general, poco entusiasmado, o no esta entusiasmado?

1. Muy 2. Poco 3. No 9. dk-na

11. \_\_\_\_\_

12. ¿Diría ud. que su hijo está muy entusiasmado con el programa VEEP, poco entusiasmado, o no esta entusiasmado?

1. Muy 2. Poco 3. No 9. dk-na

12. \_\_\_\_\_

13. ¿Cuántos hijos de edad escolar tiene?

1 2 3 4 5 6 7 8 o más

13. \_\_\_\_\_

14. (SI TIENE MAS DE UNO) ¿Estan todos enlistados en el programa VEEP?

1. Si 2. No 8. Solo uno hijo 9. dk-na

14. \_\_\_\_\_

15. (SI NO) ¿Por que no?

15. \_\_\_\_\_

16. ¿Cuanto tiempo han vivido en San Diego?

16. \_\_\_\_\_

17. ¿Cuanto tiempo han vivido en la presente dirección?

(años)

17. \_\_\_\_\_

18. ¿Cual fue su ultimo año de escuela?

00 01 02 03 04 05 06 07 08 09 10 11 12 13 14.  
15 16 Escuela atende la  
Universidad Grad or Vocacional Universidad  
Prof school sin graduar

18. \_\_\_\_\_

19. ¿A que raza pertenece"

0. Hispanic 1. White 2. Black 3. Asian 4. Alaskan/Indian

19. \_\_\_\_\_

20. Aproximadamente - ¿Cual es el salario anual en su casa?

01. LT 3,000	06. 13-15	11. 23-25
02. 3-5	07. 15-17	12. 25-30
03. 5-7	08. 17-19	13. 30 +
04. 7-9	09. 19-21	90. Refused
05. 9-11	10. 21-23	99. DK/NA

20. \_\_\_\_\_

Aquí Termina nuestro estudio. Gracias por su ayuda en este proyecto.

ANOTE LA HORA QUE TERMINO LA ENTREVISTA

21. TRANSCURRIERON CUÁNTOS MINUTOS \_\_\_\_\_

22. SEXO 1. Mujer 2. Hombre

23. El numero del que entrevisto \_\_\_\_\_

SI EL ESTUDIANTE NO HA SIDO ENTREVISTADO? PREGUNTE POR EL(ELLA). SI NO ESTA? PREGUNTE CUANDO PUEDE VOLVER A LLAMAR.

24. FECHA \_\_\_\_\_



May I please speak to \_\_\_\_\_?

Hello, this is \_\_\_\_\_ (GIVE FIRST AND LAST NAME) calling from the Social Science Research Lab. We are conducting an evaluation of the Voluntary Ethnic Enrollment Program, VEEP, for the Integration Task Force. The questions I need to ask take 5 to 10 minutes. Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. All answers will be held strictly confidential. Okay?

IF NOT AT HOME OR BUSY RIGHT NOW, OBTAIN TIME FOR CALLBACK. (CALLBACK AT \_\_\_\_\_)

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

1. First of all, what grade are you in?  
07 08 09 10 11 12 1. \_\_\_\_\_
2. Did you attend a neighborhood school in San Diego before you entered VEEP?  
1. Yes 2. No 9. dk/na 2. \_\_\_\_\_  
if no skip to 4
3. (IF YES) How were you getting along in the neighborhood school before attending the VEEP school?  
1. Very well 2. Fairly well 3. Not well 9. dk/na 3. \_\_\_\_\_
4. Which was the primary reason you enrolled in VEEP - for racial integration or quality education?  
1. Integration 2. Education 3. Both 9. dk/na 4. \_\_\_\_\_
5. Whose idea was it for you to enter VEEP? Did your parents encourage you, or did you convince them?  
1. Parents' idea 2. Student's idea 3. Both 9. dk/na 5. \_\_\_\_\_
6. Whose decision was it for you to leave VEEP?  
\_\_\_\_\_ 6. \_\_\_\_\_
7. Why did \_\_\_\_\_ decide you should withdraw from VEEP?  
\_\_\_\_\_  
\_\_\_\_\_ 7. \_\_\_\_\_
8. Did any of your neighborhood friends attend the same VEEP school you attended?  
1. Yes 2. No 9. dk/na 8. \_\_\_\_\_
9. Do you have any brothers or sisters who are in the same school you are in now? (IF YES) Did any of your sisters or brothers attend the same VEEP school you attended?  
1. Yes, sibling attended VEEP 2. No, sibling did not attend VEEP  
8. No siblings presently in same school 9. dk/na 9. \_\_\_\_\_



A10

10. Are you currently participating in a club, organization or one of the extra curricular activities offered at your school?  
☐ 1. Yes ☐ 2. No ☐ 9. dk/na 10. \_\_\_\_\_
11. (IF YES) Which ones? (LIST FIRST TWO MENTIONED)  
(11) \_\_\_\_\_ 11. \_\_\_\_\_  
(12) \_\_\_\_\_ 12. \_\_\_\_\_
13. Do you attend school activities such as dances and athletic events?  
☐ 1. Yes ☐ 2. No ☐ 9. dk/na 13. \_\_\_\_\_
14. How do you get to school?  
☐ 1. School Bus ☐ 2. Car ☐ 3. Public Bus ☐ 4. Bike ☐ 5. Walk  
☐ 6. Other ☐ 9. dk/na 14. \_\_\_\_\_
15. How important is racial integration to you? Is it very important, somewhat important, or not important to you?  
☐ 1. Very important ☐ 2. Somewhat important ☐ 3. Not important  
☐ 9. dk/na 15. \_\_\_\_\_
16. Outside of class during lunch, breaks, and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?  
☐ 1. Same race ☐ 2. Mix regardless of race ☐ 9. dk/na 16. \_\_\_\_\_
17. How much of a problem do you think violence between students is on campus? Is it a very serious, somewhat serious, or not a problem on campus?  
☐ 1. Very serious ☐ 2. Somewhat serious ☐ 3. Not serious ☐ 9. dk/na 17. \_\_\_\_\_
18. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?  
☐ 1. Good ☐ 2. Fair ☐ 3. Poor ☐ 9. dk/na 18. \_\_\_\_\_
19. Do you avoid certain activities or certain areas of campus in order to avoid being in a group where most of the members are of a race different than your own?  
☐ 1. Yes ☐ 2. No ☐ 9. dk/na 19. \_\_\_\_\_
20. I have just two final questions. First, how far would you like to go in school?  
☐ 1. Less than HS graduation ☐ 2. Graduate from High School  
☐ 3. Attend college or vocational school ☐ 4. Graduate from a 4-year  
☐ 5. Obtain an advanced degree (MA, MS, MD, Ph.D., etc)  
☐ 6. Unsure 20. \_\_\_\_\_



21. And how far do you think you will probably go in school?

1. Less than High School

2. Graduate from High School

3. Attend college or vocational school

4. Graduate from a 4-year

5. Obtain an advanced degree (MA, MS, MD, Ph.D ect)

6. Unsure

21. \_\_\_\_\_

22. What is your race?

0. Hispanic

1. White

2. Black

3. Asian

4. Alaskan/Indian

22. \_\_\_\_\_

That concludes our survey. Thank you very much for help in this project.

RECORD TIME INTERVIEW ENDS: \_\_\_\_\_

23. Elapsed time: \_\_\_\_\_ mins.

24. Sex

1. Female

2. Male

25. Interviewer # \_\_\_\_\_

26. Date: \_\_\_\_\_

IF PARENT HAS NOT BEEN INTERVIEWED, ASK TO SPEAK TO PARENT. IF UNAVAILABLE,  
OBTAIN TIME FOR CALLBACK.



## PARENTS - VEEP CANCELLATIONS

May I please speak to \_\_\_\_\_?

Hello, this is \_\_\_\_\_ calling from the Social Science Research Laboratory. We are conducting an evaluation of the Voluntary Ethnic Enrollment Program, VEEP, for the Integration Task Force. The questions I need to ask take 5 to 10 minutes. Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. Okay?  
If you have more than one child, please answer these questions only in regard to \_\_\_\_\_.

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

First of all,

1. What grade was \_\_\_\_\_ in when s/he first entered VEEP?  
00 01 02 03 04 05 06 07 08 09 10 11 12 1. \_\_\_\_\_
2. What grade was s/he in when s/he withdrew from VEEP?  
00 01 02 03 04 05 06 07 08 09 10 11 12 2. \_\_\_\_\_
3. Originally, whose idea was it to enroll in VEEP? Your's or your child's?  
1. Parent's 2. Child's 3. Both 9. dk/na 3. \_\_\_\_\_
4. Did your child attend a neighborhood school in San Diego before entering VEEP?  
1. Yes 2. No 9. dk/na 4. \_\_\_\_\_
5. (IF YES) How was your child getting along in the neighborhood school before attending VEEP?  
1. Very well 2. Fairly well 3. Not well 9. dk/na 5. \_\_\_\_\_
6. Is your child presently attending a neighborhood school?  
IF NO - What kind of school is s/he attending?  
1. Neighborhood 2. Magnet 3. Private or parochial  
4. Not attending school 5. Other 9. dk/na 6. \_\_\_\_\_
7. Whose decision was it for your child to leave VEEP?  
\_\_\_\_\_  
7. \_\_\_\_\_
8. Why did \_\_\_\_\_ decide your child should withdraw from VEEP?  
\_\_\_\_\_  
8. \_\_\_\_\_



9. What do you feel is the most serious problem with VEEP?

\_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

10. If this problem was remedied, would you consider re-enrolling your child in VEEP?

1. Yes      2. No      9. dk/na

10. \_\_\_\_\_

11. What do you feel is the most important benefit of VEEP?

\_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

12. How many school-age children do you have?

1 2 3 4 5 6 7 8 or more 9. dk/na

12. \_\_\_\_\_

13. (IF MORE THAN ONE) Were your other children enrolled in VEEP?

1. Yes (at least one other child in VEEP)      8. Inap.  
2. No (no others enrolled)      9. dk/na

13. \_\_\_\_\_

14. (IF YES) Did all of your children who were enrolled in VEEP drop out of the program?

1. Yes, all dropped      8. Inap.  
2. No, at least one still in      9. dk/na

14. \_\_\_\_\_

Now I have just a few quick final questions left:

15. What is the highest grade in school that you completed?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
													Vocational	Some	College	Grad or prof	
													or trade	college	grad	school	
													school				

15. \_\_\_\_\_

16. What is your race?

0. Hispanic      1. White      2. Black      3. Asian      4. Alaskan/Indian

16. \_\_\_\_\_

17. What is the approximate annual income of your household?

01. LT 3,000	06. 13-15	11. 23-25
02. 3-5	07. 15-17	12. 25-30
03. 5-7	08. 17-19	13. 30 +
04. 7-9	09. 19-21	90. Refused
05. 9-11	10. 21-23	99. DK/NA

17. \_\_\_\_\_

That concludes our survey. Thank you very much for your help in this project.

RECORD TIME INTERVIEW ENDS \_\_\_\_\_



18. Elapsed time \_\_\_\_ mins

19. Sex

☐ 1. Female

☐ 2. Male

20. Interviewer number \_\_\_\_\_

21. DATE CODE \_\_\_\_\_





## PADRES - VEEP CANCELACIONES

¿Puedo hablar con \_\_\_\_\_ por favor?

Hola, soy \_\_\_\_\_ (Da tu primer nombre y apellido) estoy llamando del laboratorio de rebusca de ciencias sociales. Estamos conduciendo una evaluación del programa voluntario de alistamiento étnico, VEEP, para la agrupación de fuerzas integras. Las preguntas toman 10 minutos. Si tiene más de 1 hijo, por favor conteste las preguntas en relación a \_\_\_\_\_.

SI NO SE ENCUENTRA EN CASA O SI ESTA OCUPADO(A), OBTENGA LA HORA EN CUAL PUEDE VOLVER A LLAMAR. (VUELTA A LLAMAR A LA \_\_\_\_\_)

ANOTE LA HORA QUE EMPIEZA LA ENTREVISTA: \_\_\_\_\_

Su cooperación en este estudio es completamente voluntaria, sientase libre de decontinuar a cualquier momento. ¿Está bien?

1. ¿En que año estaba \_\_\_\_\_ cuando empezó en VEEP?

00 01 02 03 04 05 06 07 08 09 10 11 12

1. \_\_\_\_\_

2. ¿En que año estaba él/ella cuando dejó VEEP?

00 01 02 03 04 05 06 07 08 09 10 11 12

2. \_\_\_\_\_

3. Originalmente, ¿de quien fue la idea de enlistarse en VEEP--suya o la de su hijo(a)?

3. \_\_\_\_\_

1. Padres

2. Hijo

3. Ambos

9. dk/na

4. ¿Asistió su hijo(a) a una escuela en la vecindad aquí en San Diego antes de enlistarse en VEEP?

4. \_\_\_\_\_

1. Sí

2. No

9. dk/na

5. (Si la respuesta es "sí") ¿Se llevaba bien su hijo(a) en la escuela de la vecindad antes de asistir al VEEP?

1. Very well

2. Fairly well

3. Not well

9. dk/na

5. \_\_\_\_\_

6. ¿Está su hijo(a) asistiendo a una escuela de la vecindad?  
Si NO--¿que clase de escuela es?

6. \_\_\_\_\_

1. Neighborhood

2. Magnet

3. Private or parochial

4. Not attending school

5. Other

9. dk/na

7. ¿De quién fue la decisión de dejar a VEEP -- suya o la de su hijo(a)?

7. \_\_\_\_\_

8. ¿Por qué decidió \_\_\_\_\_ que su hijo(a) debe dejar a VEEP?

8. \_\_\_\_\_

9. En su opinión, ¿cuál es el problema más serio de VEEP?

9. \_\_\_\_\_



10. Si este problema fuera remediado, ¿considerara volver a enlistar a su hijo(a) en VEEP?

1. Sí 2. No 9. dk/na

10. \_\_\_\_\_

11. ¿Cuál es el beneficio más importante de VEEP?

\_\_\_\_\_

11. \_\_\_\_\_

12. ¿Cuántos hijos de edad escolar tiene?

1 2 3 4 5 6 7 8 or more 9. dk/na

12. \_\_\_\_\_

13. (SI MAS DE UNO), ¿Estuvieron sus otros hijos en VEEP?

1. Sí (at least one other child in VEEP) 8. Inap.

2. No (no others enrolled) 9. dk/na

13. \_\_\_\_\_

14. (SI LA RESPUESTA ES "SI"), ¿Se salieron todos sus hijos de VEEP?

1. Sí, all dropped

8. Inap

2. No, at least one still in

9. dk/na

14. \_\_\_\_\_

YA QUEDAN POCAS PREGUNTAS

15. ¿Cuál fue su último año de escuela?

0 1 2 3 4 5 6 7 8 9 10 11 12

13  
Vocational  
or trade  
school

14  
Some  
college

15  
College  
grad

16  
Grad or  
prof  
school

15. \_\_\_\_\_

16. ¿A que raza pertenece?

0. Hispanic

1. White

2. Black

3. Asian

4. Alaskan/Indian

16. \_\_\_\_\_

17. Aproximadamente--¿cuál es el salario anual en su casa?

01. LT 3,000	06. 13-15	11. 23-25
02. 3-5	07. 15-17	12. 25-30
03. 5-7	08. 17-19	13. 30+
04. 7-9	09. 19-21	90. Refused
05. 9-11	10. 21-23	99. dk/na

17. \_\_\_\_\_

Aquí termina nuestro estudio. Gracias por su ayuda en este proyecto.

ANOTE LA HORA QUE TERMINO LA ENTREVISTA: \_\_\_\_\_

18. Transcurrieron cuántos minutos \_\_\_\_\_

19. ¿Sexo?

1. Female

2. Male

19. \_\_\_\_\_

20. El número del que entrevisto \_\_\_\_\_

21. DATE CODE \_\_\_\_\_



May I please speak to \_\_\_\_\_?

Hello, this is \_\_\_\_\_ (GIVE FIRST AND LAST NAME) calling from the Social Science Research Laboratory. We are conducting an evaluation of the Voluntary Ethnic Enrollment Program, VEEP, for the Integration Task Force. The questions I need to ask take about 5 minutes. Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. All answers will be held strictly confidential. Okay?

IF NOT AT HOME OR IF BUSY, OBTAIN TIME FOR CALL BACK. (CALL BACK AT \_\_\_\_\_)

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

1. What grade are you in?

07 08 09 10 11 12

1. \_\_\_\_\_

2. What is your race?

0. Hispanic 1. White 2. Black 3. Asian 4. Alaskan/Amer. Indian

2. \_\_\_\_\_

3. Are you familiar with VEEP?

1. Yes 2. No 9. dk/na

3. \_\_\_\_\_

if no or dk,  
skip to 7

4. (IF YES) What is the purpose of VEEP?

4. \_\_\_\_\_

5. Would you say this program is working very well, fairly well, or not well at all?

1. Very well 2. Fairly well 3. Not well 9. dk/na

5. \_\_\_\_\_

6. Have you made any friends among the students who are bussed in under VEEP?

1. Yes 2. No 9. dk/na

6. \_\_\_\_\_

7. Are you currently participating in a club, organization, or one of the extra-curricular activities offered at this school?

1. Yes 2. No 9. dk/na

7. \_\_\_\_\_

8. (IF YES) Which ones? (LIST FIRST TWO MENTIONED)

(8) \_\_\_\_\_

8. \_\_\_\_\_

(9) \_\_\_\_\_

9. \_\_\_\_\_

10. How important is school integration to you?

1. Very 2. Somewhat 3. Not 9. dk/na

10. \_\_\_\_\_

11. Outside of class during lunch, breaks, and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?

1. Same race 2. Mix 9. dk/na

11. \_\_\_\_\_



12. How much of a problem do you think violence between students is on campus?  
Is it a very serious, a somewhat serious, or not a problem on campus?

1. Very serious 2. Somewhat serious 3. Not serious 9. dk/na

12. \_\_\_\_\_

13. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?

1. Good 2. Fair 3. Poor 9. dk/na

13. \_\_\_\_\_

14. Do you avoid certain activities or certain areas of campus to avoid being in a group where most of the members are of a race different than your own?

1. Yes 2. No 9. dk/na

14. \_\_\_\_\_

Two final questions. First:

15. How far would you like to go in school?

1. Less than High School 2. Graduate from High School  
3. Attend college or vocational school 4. Graduate from a 4-year college  
5. Obtain an advanced degree (MA, MS, Ph.D., M.D., etc.) 6. Unsure 9. dk/na

15. \_\_\_\_\_

16. How far do you think you will probably go in school

1. Less than High School 2. Graduate from High School  
3. Attend college or vocational school 4. Graduate from a 4-year college  
5. Obtain an advanced degree (MA, MS, Ph.D., MD, etc.) 6. Unsure 9. dk/na

16. \_\_\_\_\_

That concludes our survey. Thank you very much for your help in this project.

RECORD TIME INTERVIEW ENDS: \_\_\_\_\_

17. Elapsed time: \_\_\_\_\_ mins.

18. Sex 1. Female 2. Male

19. Interviewer # \_\_\_\_\_

20. DATE CODE \_\_\_\_\_



## FACULTY

May I please speak to \_\_\_\_\_?

Hello, this is \_\_\_\_\_ (GIVE FIRST AND LAST NAME) calling from the Social Science Research Laboratory. We are conducting an evaluation of the Voluntary Ethnic Enrollment Program, VEEP, for the Integration Task Force. The questions I need to ask take 5 to 10 minutes. Your cooperation in this survey is completely voluntary and you should feel free to discontinue at any time. All answers will be held strictly confidential. Okay.

(IF NOT AT HOME OR IF BUSY RIGHT NOW, OBTAIN TIME FOR CALL BACK. (CALL BACK AT \_\_\_\_\_)

RECORD TIME INTERVIEW BEGINS: \_\_\_\_\_

1. What subject do you teach?

1. English

2. Math

3. Physical & Life Sciences

4. Social Sciences

5. Foreign languages

6. Business/Vocational - Industrial Arts

7. Physical Education

8. Other, specify \_\_\_\_\_

1. \_\_\_\_\_

2. What grade levels do you teach? (SPECIFY SPECIFIC GRADE OR RANGE, AS GIVEN)

2. \_\_\_\_\_

3. How would you rate VEEP? Do you think it is a good, fair, or poor program?

1. Good

2. Fair

3. Poor

9. dk/na

3. \_\_\_\_\_

4. What do you feel is the most important benefit of VEEP?

4. \_\_\_\_\_

5. What do you feel is the most serious problem with the program?

5. \_\_\_\_\_

6-7. What modifications do you think could be introduced to improve VEEP?

(6) \_\_\_\_\_

6. \_\_\_\_\_

(7) \_\_\_\_\_

7. \_\_\_\_\_

8. Who, if anyone, would you say benefits from school integration?

8. \_\_\_\_\_

9. Who, if anyone, would you say suffers as a result of integration?

9. \_\_\_\_\_



10. How much of a problem do you think violence between students is on campus?  
A very serious problem, a somewhat serious problem, or not a problem?

1. Serious 2. Somewhat serious 3. Not serious 9. dk/na

10. \_\_\_\_\_  
if not serious  
or dk, skip to 11

11. (IF SERIOUS OR SOMEWHAT SERIOUS) Do you think VEEP contributes to the violence  
between students a lot, some, or not at all?

1. A lot 2. Some 3. Not at all 9. dk/na

11. \_\_\_\_\_

12. Are you involved in any activity designed to aide VEEP students?

1. Yes 2. No 9. dk/na

12. \_\_\_\_\_

13. (IF YES) What is it that you do to aide VEEP students?

13. \_\_\_\_\_

14. Do you think students and their parents are motivated by the idea of racial  
integration or by the idea of better academic opportunity in enrolling in  
VEEP?

1. Integration 2. Academic 3. Both 9. dk/na

14. \_\_\_\_\_

15. What is your race?

0. Hispanic 1. White 2. Black 3. Asian 4. Alaskan/Indian

15. \_\_\_\_\_

That concludes our survey. Thank you for your help in this project.

RECORD TIME INTERVIEW ENDS: \_\_\_\_\_

16. ELAPSED TIME: \_\_\_\_\_ mins

17. SEX 1. Female 2. Male

18. Interviewer # \_\_\_\_\_

19. DATE CODE: \_\_\_\_\_

20. SCHOOL \_\_\_\_\_



# APPENDIX II

What do you want?	High School		College	
	Overall	High School	College	High School
1. Knowledge	11.44	27.34	0.08	0.04
2. Power	11.44	32.74	0.08	0.04
3. Wealth	11.44	40.08	0.08	0.04
4. Status	11.44	0.08	40.08	38.54
5. Education	11.44	0.08	0.08	37.34
6. Health	11.44	0.08	14.08	37.34
7. Love	11.44	0.08	100.08	100.04
8. Happiness	11.44	0.08	100.08	100.04
9. Freedom	11.44	0.08	100.08	100.04
10. Peace	11.44	0.08	100.08	100.04
11. Justice	11.44	0.08	100.08	100.04
12. Equality	11.44	0.08	100.08	100.04
13. Liberty	11.44	0.08	100.08	100.04
14. Security	11.44	0.08	100.08	100.04
15. Prosperity	11.44	0.08	100.08	100.04
16. Well-being	11.44	0.08	100.08	100.04
17. Comfort	11.44	0.08	100.08	100.04
18. Convenience	11.44	0.08	100.08	100.04
19. Pleasure	11.44	0.08	100.08	100.04
20. Amusement	11.44	0.08	100.08	100.04
21. Entertainment	11.44	0.08	100.08	100.04
22. Recreation	11.44	0.08	100.08	100.04
23. Relaxation	11.44	0.08	100.08	100.04
24. Rest	11.44	0.08	100.08	100.04
25. Sleep	11.44	0.08	100.08	100.04
26. Food	11.44	0.08	100.08	100.04
27. Drink	11.44	0.08	100.08	100.04
28. Clothing	11.44	0.08	100.08	100.04
29. Shelter	11.44	0.08	100.08	100.04
30. Transportation	11.44	0.08	100.08	100.04
31. Communication	11.44	0.08	100.08	100.04
32. Information	11.44	0.08	100.08	100.04
33. Education	11.44	0.08	100.08	100.04
34. Training	11.44	0.08	100.08	100.04
35. Experience	11.44	0.08	100.08	100.04
36. Practice	11.44	0.08	100.08	100.04
37. Skill	11.44	0.08	100.08	100.04
38. Ability	11.44	0.08	100.08	100.04
39. Talent	11.44	0.08	100.08	100.04
40. Intelligence	11.44	0.08	100.08	100.04
41. Creativity	11.44	0.08	100.08	100.04
42. Imagination	11.44	0.08	100.08	100.04
43. Inspiration	11.44	0.08	100.08	100.04
44. Motivation	11.44	0.08	100.08	100.04
45. Determination	11.44	0.08	100.08	100.04
46. Persistence	11.44	0.08	100.08	100.04
47. Endurance	11.44	0.08	100.08	100.04
48. Patience	11.44	0.08	100.08	100.04
49. Tolerance	11.44	0.08	100.08	100.04
50. Understanding	11.44	0.08	100.08	100.04
51. Compassion	11.44	0.08	100.08	100.04
52. Kindness	11.44	0.08	100.08	100.04
53. Gentleness	11.44	0.08	100.08	100.04
54. Meekness	11.44	0.08	100.08	100.04
55. Mildness	11.44	0.08	100.08	100.04
56. Modesty	11.44	0.08	100.08	100.04
57. Humility	11.44	0.08	100.08	100.04
58. Simplicity	11.44	0.08	100.08	100.04
59. Plainness	11.44	0.08	100.08	100.04
60. Frugality	11.44	0.08	100.08	100.04
61. Economy	11.44	0.08	100.08	100.04
62. Thrift	11.44	0.08	100.08	100.04
63. Industry	11.44	0.08	100.08	100.04
64. Diligence	11.44	0.08	100.08	100.04
65. Assiduity	11.44	0.08	100.08	100.04
66. Industriousness	11.44	0.08	100.08	100.04
67. Hardworking	11.44	0.08	100.08	100.04
68. Diligent	11.44	0.08	100.08	100.04
69. Careful	11.44	0.08	100.08	100.04
70. Meticulous	11.44	0.08	100.08	100.04
71. Thorough	11.44	0.08	100.08	100.04
72. Detailed	11.44	0.08	100.08	100.04
73. Precise	11.44	0.08	100.08	100.04
74. Exact	11.44	0.08	100.08	100.04
75. Accurate	11.44	0.08	100.08	100.04
76. Correct	11.44	0.08	100.08	100.04
77. Proper	11.44	0.08	100.08	100.04
78. Appropriate	11.44	0.08	100.08	100.04
79. Suitable	11.44	0.08	100.08	100.04
80. Fit	11.44	0.08	100.08	100.04
81. Proper	11.44	0.08	100.08	100.04
82. Right	11.44	0.08	100.08	100.04
83. Good	11.44	0.08	100.08	100.04
84. Excellent	11.44	0.08	100.08	100.04
85. Outstanding	11.44	0.08	100.08	100.04
86. Superior	11.44	0.08	100.08	100.04
87. Excellent	11.44	0.08	100.08	100.04
88. Perfect	11.44	0.08	100.08	100.04
89. Ideal	11.44	0.08	100.08	100.04
90. Best	11.44	0.08	100.08	100.04
91. Greatest	11.44	0.08	100.08	100.04
92. Highest	11.44	0.08	100.08	100.04
93. Most	11.44	0.08	100.08	100.04
94. Ultimate	11.44	0.08	100.08	100.04
95. Final	11.44	0.08	100.08	100.04
96. Last	11.44	0.08	100.08	100.04
97. End	11.44	0.08	100.08	100.04
98. Conclusion	11.44	0.08	100.08	100.04
99. Summary	11.44	0.08	100.08	100.04
100. Overview	11.44	0.08	100.08	100.04



## VEEP STUDENT PARTICIPANTS DISTRIBUTIONS

## 1. What is your grade?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Seventh	20.8%	33.8%	27.3%	0.0%	0.0%
2. Eighth	17.7%	29.4%	32.7%	0.0%	0.0%
3. Ninth	23.9%	36.8%	40.0%	0.0%	0.0%
4. Tenth	15.7%	0.0%	0.0%	50.0%	39.5%
5. Eleventh	14.3%	0.0%	0.0%	35.7%	37.2%
6. Twelfth	7.5%	0.0%	0.0%	14.3%	23.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

## 2. What is your race?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
0. Hispanic	46.8%	53.1%	36.4%
1. Black	49.8%	43.4%	60.2%
2. Asian	3.5%	3.5%	3.4%
	100.0%	100.0%	100.0%

## 3. If you had your choice, would you continue on in VEEP until you graduate from high school, or would you prefer to return to your neighborhood school?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Continue	87.8%	90.6%	76.0%	95.8%	91.7%
2. Return to neighborhood school	12.2%	9.4%	24.0%	4.2%	8.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

## 4. Why would you make that choice?

<u>Continue</u>	<u>Overall</u>	<u>Return</u>	<u>Overall</u>
1. Prefers VEEP/ Likes school	35.8%	1. Doesn't like bussing	26.9%
2. Better Education	33.2%	2. Closer to home	26.9%
3. Friends or Family are in VEEP	14.5%	3. Better sports opportunities	11.5%
4. Likes new people/ New things	6.2%	4. Doesn't like VEEP	7.7%
5. Likes integration	4.7%	5. No reason	7.7%
6. Other	5.7%	6. Other	19.2%
	100.0%		100.0%



5. Which is the primary reason you are in VEEP - for racial integration or quality education?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Integration	10.3%	15.3%	15.1%	0.0%	5.4%
2. Education	75.7%	69.5%	73.6%	73.1%	86.5%
3. Both	14.1%	15.3%	11.3%	26.9%	8.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

6. How satisfied are you with VEEP? Are you very satisfied, somewhat satisfied, or not satisfied with VEEP?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Very satisfied	48.3%	51.5%	47.3%	35.7%	31.0%
2. Somewhat satisfied	49.7%	48.5%	50.9%	60.7%	64.3%
3. Not satisfied	2.1%	0.0%	1.8%	3.6%	4.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

7. What do you personally feel is the most important benefit of VEEP?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Academic Benefits	38.4%	60.4%	28.2%	52.2%	27.6%
2. Integration	21.0%	9.4%	23.1%	17.4%	41.4%
3. Widen Horizons	21.5%	11.3%	28.2%	8.7%	10.3%
4. Nothing/No benefits	3.7%	0.0%	5.1%	4.3%	13.8%
5. Other	15.5%	18.9%	15.4%	17.4%	6.9%
	100.0%	100.0%	100.0%	100.0%	100.0%

8. What do you personally feel is the most serious problem with the program?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Bussing	28.5%	21.4%	21.7%	45.8%	28.9%
2. Teachers/Education	2.4%	0.0%	2.2%	4.2%	7.9%
3. Racial problems	14.2%	7.1%	21.7%	4.2%	18.4%
4. Nothing/No problems	48.6%	60.7%	47.8%	41.7%	36.8%
5. Other	6.3%	10.7%	6.5%	4.2%	7.9%
	100.0%	100.0%	100.0%	100.0%	100.0%



9. Do any of your neighborhood friends attend the same VEEP school you attend?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	92.1%	93.9%	85.5%	92.9%	95.3%
2. No	7.9%	6.1%	14.5%	7.1%	4.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

10. Do you spend time outside of school with friends from your VEEP school who are not in VEEP?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	60.4%	43.9%	59.6%	59.3%	69.0%
2. No	39.6%	56.1%	40.4%	40.7%	31.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

11. Whose idea was it for you to enter VEEP? Did your parents encourage you, or did you convince them?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Parents' idea	38.6%	50.8%	35.8%	29.6%	41.5%
2. Student's idea	40.7%	16.9%	52.8%	51.9%	39.0%
3. Both	20.7%	32.3%	11.3%	18.5%	19.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

12. Are you currently participating in a club, organization or one of the extra-curricular activities offered at your school?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	30.6%	14.9%	30.9%	14.3%	40.5%
2. No	69.4%	85.1%	69.1%	85.7%	59.5%
	100.0%	100.0%	100.0%	100.0%	100.0%

- 13,14. (If Yes) Which ones?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Sports	33.0%	33.3%	9.5%	60.0%	56.5%
2. ASB/Student govt.	13.8%	0.0%	28.6%	0.0%	8.7%
3. Social/Service	5.5%	33.3%	9.5%	0.0%	0.0%
4. Human relations	13.8%	11.1%	19.0%	0.0%	8.7%
5. Academic	5.5%	11.1%	4.8%	20.0%	4.3%
6. Music	8.3%	0.0%	9.5%	20.0%	8.7%
7. Other	20.2%	11.1%	19.0%	0.0%	13.0%
	100.0%	100.0%	100.0%	100.0%	100.0%



15. Do you attend school activities such as dances and athletic events?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	71.9%	52.2%	80.0%	60.7%	86.0%
2. No	28.1%	47.8%	20.0%	39.3%	14.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

16. How do you get to school?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. School Bus	94.2%	97.0%	96.4%	96.4%	83.7%
2. Car	4.1%	3.0%	1.8%	3.6%	11.6%
3. Public bus	1.7%	0.0%	1.8%	0.0%	4.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

17. (If Rides School Bus) About how much time is there between the time the bus arrives at school in the morning and the time your first class begins?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. 0 - 5 minutes	11.9%	12.5%	9.6%	18.5%	8.3%
2. 6 - 15 minutes	50.4%	51.6%	46.2%	44.4%	66.7%
3. 16 - 30 minutes	31.1%	28.1%	36.5%	37.0%	22.2%
4. More than 30 minutes	6.7%	7.8%	7.7%	0.0%	2.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

18. (If Rides School Bus) And how about between the time your last class ends and the time the bus leaves?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. 0 - 5 minutes	35.5%	37.7%	33.3%	51.9%	31.4%
2. 6 - 15 minutes	49.2%	50.8%	45.1%	40.7%	45.7%
3. 16 - 30 minutes	11.5%	9.8%	17.6%	7.4%	17.1%
4. More than 30 minutes	3.8%	1.6%	3.9%	0.0%	5.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

19. How important is racial integration to you? Is it very important, somewhat important, or not important to you?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Very	46.2%	40.9%	42.6%	39.3%	45.2%
2. Somewhat	41.3%	43.9%	42.6%	50.0%	42.9%
3. Not very	12.5%	15.2%	14.8%	10.7%	11.9%
	100.0%	100.0%	100.0%	100.0%	100.0%



20. Outside of class during lunch, breaks and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Same race	21.3%	31.8%	11.5%	36.0%	23.3%
2. Mix regardless of race	78.7%	68.2%	88.5%	64.0%	76.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

21. How much of a problem do you think violence between students is on campus? Is it a very serious, somewhat serious, or not a problem on campus?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Very serious	13.0%	13.6%	24.1%	7.4%	14.6%
2. Somewhat serious	36.8%	42.4%	37.0%	29.6%	29.3%
3. Not serious	50.2%	43.9%	38.9%	63.0%	56.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

22. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Good	42.3%	39.4%	45.3%	32.1%	52.4%
2. Fair	51.4%	51.5%	49.1%	64.3%	40.5%
3. Poor	6.3%	9.1%	5.7%	3.6%	7.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

23. Do you avoid certain activities or certain areas of campus in order to avoid being in a group where most of the members are of a race different than your own?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	18.2%	17.2%	15.4%	22.2%	7.3%
2. No	81.8%	82.8%	84.6%	77.8%	92.7%
	100.0%	100.0%	100.0%	100.0%	100.0%



24. How far would you like to go in school?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Less than High School	1.1%	0.0%	0.0%	0.0%	0.0%
2. Graduate from H.S.	22.2%	41.5%	15.1%	32.6%	9.8%
3. Attend Junior College or vocational school	16.2%	15.4%	15.1%	17.9%	12.2%
4. Graduate from a 4-year college	49.3%	36.9%	64.2%	46.4%	65.9%
5. Obtain an advanced degree	9.9%	4.6%	3.8%	3.6%	9.8%
6. Unsure	1.4%	1.5%	1.9%	0.0%	2.4%
	100.0%	100.0%	100.0%	100.0%	100.0%

25. And how far do you think you will probably go in school?

	<u>Overall</u>	<u>Hispanic Jr. High</u>	<u>Black Jr. High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Less than High School	1.5%	3.5%	1.9%	0.0%	0.0%
2. Graduate from H.S.	24.8%	42.1%	18.9%	33.3%	11.9%
3. Attend Junior College or vocational school	13.5%	7.0%	18.9%	11.1%	19.0%
4. Graduate from a 4-year college	40.5%	28.1%	52.8%	37.0%	52.4%
5. Obtain an advanced degree	8.0%	0.0%	1.9%	3.7%	11.9%
6. Unsure	11.7%	19.3%	5.7%	14.8%	4.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

27. Sex of respondent

	<u>Overall</u>	<u>Jr. High</u>	<u>High School</u>
1. Female	55.1%	57.7%	50.9%
2. Male	44.9%	42.3%	49.1%
	100.0%	100.0%	100.0%



APPENDIX III





# VEEP PARENTS DISTRIBUTIONS

1. What grade is (child's name) in?

	Overall
1. Kindergarten	0.8%
2. First	4.1%
3. Second	4.1%
4. Third	2.7%
5. Fourth	2.7%
6. Fifth	2.2%
7. Sixth	4.1%
8. Seventh	16.5%
9. Eighth	15.4%
10. Ninth	17.6%
11. Tenth	12.4%
12. Eleventh	10.7%
13. Twelfth	6.6%
	100.0%

2. What grade was s/he in when s/he enrolled in VEEP?

	Overall	Hispanic Elementary	Black Elementary	Hispanic Junior High	Black Junior High	Hispanic High School	Black High School
1. Kindergarten	3.7%	13.2%	16.1%	0.0%	1.9%	0.0%	2.4%
2. First	6.9%	23.7%	29.0%	0.0%	5.8%	0.0%	2.4%
3. Second	5.7%	23.7%	12.9%	1.5%	5.8%	0.0%	0.0%
4. Third	2.6%	7.9%	9.7%	0.0%	3.8%	0.0%	0.0%
5. Fourth	5.1%	18.4%	16.1%	0.0%	0.0%	0.0%	4.8%
6. Fifth	3.7%	7.9%	9.7%	3.0%	1.9%	0.0%	0.0%
7. Sixth	10.0%	5.3%	6.5%	22.4%	15.4%	0.0%	4.8%
8. Seventh	39.4%	0.0%	0.0%	56.7%	55.8%	39.3%	47.6%
9. Eighth	8.0%	0.0%	0.0%	13.4%	3.8%	7.1%	9.5%
10. Ninth	6.9%	0.0%	0.0%	3.0%	5.8%	25.0%	7.1%
11. Tenth	6.0%	0.0%	0.0%	0.0%	0.0%	21.4%	14.3%
12. Eleventh	2.0%	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



3. Did your child attend a neighborhood school in San Diego before enrolling in VEEP?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	79.9%	71.1%	71.0%	90.8%	79.2%	89.3%	79.5%
2. No	20.1%	28.9%	29.0%	9.2%	20.8%	10.7%	20.5%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

4. (If Yes) What was it about your neighborhood school that prompted you to enroll your child in VEEP?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Poor discipline/Rough school	22.7%	23.1%	31.8%	23.7%	20.9%	20.0%	20.6%
2. Dissatisfied with education	15.8%	15.4%	18.2%	13.6%	11.6%	12.0%	17.6%
3. VEEP offers more	14.7%	23.1%	9.1%	8.5%	18.6%	16.0%	17.6%
4. Student prefers VEEP	10.6%	0.0%	0.0%	6.8%	20.9%	4.0%	23.5%
5. No choice/didn't enroll child	5.5%	0.0%	9.1%	6.8%	2.3%	8.0%	2.9%
6. Other friends/Family in VEEP	7.0%	3.8%	4.5%	8.5%	4.7%	12.0%	5.9%
7. Nothing	4.8%	3.8%	0.0%	1.7%	11.6%	8.0%	8.8%
8. Other	19.0%	30.8%	27.3%	30.5%	9.3%	20.0%	2.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

5. Which is the more important reason to you for enrolling your child in VEEP?  
Racial integration or quality education?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Integration	6.0%	8.6%	3.6%	6.3%	8.5%	0.0%	4.9%
2. Education	94.0%	91.4%	96.4%	93.7%	91.5%	100.0%	95.1%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



6. Originally, whose idea was it to enroll in VEEP? Your's or your child's?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Parent's	52.8%	64.9%	89.3%	40.9%	42.3%	30.4%	68.3%
2. Child's	29.7%	29.7%	3.6%	30.3%	34.6%	39.1%	22.0%
3. Both	17.5%	5.4%	7.1%	28.8%	23.1%	30.4%	9.8%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

7. Would you like your child to continue in VEEP until graduation from high school, or would you prefer that s/he return to a neighborhood school?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. VEEP	88.6%	87.5%	79.3%	93.7%	75.5%	100.0%	95.1%
2. Return to neighborhood school	8.1%	9.4%	17.2%	6.3%	18.4%	0.0%	2.4%
3. Other	3.3%	3.1%	3.4%	0.0%	6.1%	0.0%	2.4%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

8. What do you personally feel is the most important benefit of VEEP?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Academic benefits	62.5%	62.2%	62.1%	72.1%	51.1%	70.8%	62.8%
2. Integration	12.7%	5.4%	13.8%	4.9%	12.8%	0.0%	11.6%
3. Widen horizons	5.4%	0.0%	3.4%	0.0%	17.0%	4.2%	11.6%
4. Nothing/No benefits	3.0%	0.0%	6.9%	1.6%	6.4%	4.2%	0.0%
5. Other	16.3%	32.4%	13.8%	21.3%	12.8%	20.8%	14.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



9. What do you feel is the most serious problem with the program?

	Overall	Hispanic Elementary	Black Elementary	Hispanic Junior High	Black Junior High	Hispanic High School	Black High School
1. Bussing	24.1%	11.4%	26.7%	19.7%	31.9%	11.5%	33.3%
2. Teachers	8.5%	0.0%	3.3%	6.1%	21.3%	7.7%	9.5%
3. Racial problems	5.8%	0.0%	3.3%	10.6%	4.3%	0.0%	7.1%
4. Nothing/No problems	54.3%	77.1%	56.7%	62.1%	31.9%	73.1%	40.5%
5. Other	7.3%	11.4%	10.0%	1.5%	10.6%	7.7%	9.5%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

10. Does your child bring home or visit friends who go to the VEEP receiving school s/he attends.

	Overall	Hispanic Elementary	Black Elementary	Hispanic Junior High	Black Junior High	Hispanic High School	Black High School
1. Yes	52.6%	46.2%	48.4%	37.9%	63.6%	46.4%	71.4%
2. No	47.4%	53.8%	51.6%	62.1%	36.4%	53.6%	28.6%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

11. Would you say your child is very, somewhat, or not enthusiastic about school in general?

	Overall	Hispanic Elementary	Black Elementary	Hispanic Junior High	Black Junior High	Hispanic High School	Black High School
1. Very enthusiastic	70.1%	87.2%	80.0%	77.6%	61.8%	67.9%	60.5%
2. Somewhat enthusiastic	22.3%	10.3%	13.3%	19.4%	30.9%	28.6%	23.3%
3. Not enthusiastic	7.5%	2.6%	6.7%	3.0%	7.3%	3.6%	16.3%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



12. Would you say your child is very, somewhat, or not enthusiastic about VEEP?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Very enthusiastic	66.5%	75.0%	68.2%	85.7%	54.0%	73.1%	52.6%
2. Somewhat enthusiastic	23.8%	16.7%	18.2%	7.9%	36.0%	26.9%	23.7%
3. Not enthusiastic	9.7%	8.3%	13.6%	6.3%	10.0%	0.0%	23.7%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

13. How many school age school children do you have?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. One	23.9%	17.9%	22.6%	9.1%	32.7%	18.5%	47.6%
2. Two	24.7%	28.2%	29.0%	18.2%	29.1%	29.6%	19.0%
3. Three	23.9%	28.2%	25.8%	28.8%	23.6%	25.9%	19.0%
4. Four	15.4%	12.8%	12.9%	22.7%	12.7%	7.4%	14.3%
5. Five	7.3%	12.8%	6.5%	9.1%	1.8%	7.4%	0.0%
6. Six	3.7%	0.0%	0.0%	10.6%	0.0%	3.7%	0.0%
7. Seven or more	1.1%	0.0%	3.2%	1.5%	0.0%	7.4%	0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

14. (If More Than One) Are all of them enrolled in VEEP?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Hispanic Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Yes	46.6%	76.7%	54.2%	28.8%	55.3%	48.0%	63.0%
2. No	53.4%	23.3%	45.8%	71.2%	44.7%	52.0%	37.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



15. (If No) Why not?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Want younger child close to home/Not old enough	46.0%	0.0%	0.0%	64.1%	33.3%	76.9%	42.9%
2. Others satisfied with neighborhood school/Not interested	17.7%	66.7%	54.5%	5.1%	26.7%	7.7%	0.0%
3. Others had problems with VEEP	4.8%	33.3%	9.1%	0.0%	0.0%	0.0%	14.3%
4. Others attend special school	17.7%	0.0%	18.2%	20.5%	16.7%	15.4%	0.0%
5. Other	13.7%	0.0%	18.2%	10.2%	13.3%	0.0%	42.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

16. How long have you been living in San Diego?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Less than 7 years	23.5%	56.4%	29.0%	33.8%	16.4%	22.2%	4.7%
2. 7 - 13 Years	26.7%	28.2%	25.8%	41.2%	14.5%	37.0%	25.6%
3. 14 - 25 years	26.0%	10.3%	29.0%	17.6%	34.5%	18.5%	34.9%
4. 26 or more years	23.8%	5.1%	16.1%	7.4%	34.5%	22.2%	34.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

17. How long have you been living in San Diego?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Less than 3 years	25.3%	59.0%	35.5%	22.1%	18.2%	25.0%	16.3%
2. 3 - 6 years	27.7%	25.6%	48.4%	32.4%	29.1%	21.4%	20.9%
3. 7 - 10 years	23.3%	7.7%	9.7%	27.9%	29.1%	28.6%	27.9%
4. 11 or more years	23.7%	7.7%	6.5%	17.6%	23.6%	25.0%	34.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



18. What's the highest grade in school that you completed?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. Zero through eitght	32.7%	58.9%	13.0%	80.9%	3.6%	60.7%	7.0%
2. Nine through eleven	16.8%	20.5%	22.6%	7.4%	20.0%	21.4%	14.0%
3. Twelve	20.9%	12.8%	25.8%	4.4%	32.7%	10.7%	25.6%
4. Vocational or trade school	5.2%	2.6%	0.0%	4.4%	9.1%	3.6%	32.6%
5. Some college	16.8%	0.0%	29.0%	2.9%	23.6%	3.6%	32.6%
6. College graduate	4.1%	5.1%	3.2%	0.0%	5.5%	0.0%	9.3%
7. Graduate or professional school	3.3%	0.0%	6.5%	0.0%	5.5%	0.0%	4.7%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

19. What is your race?

	<u>Overall</u>	<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
0. Hispanic	47.1%	52.7%	51.4%	34.9%
1. White	4.4%	4.1%	3.6%	6.0%
2. Black	45.1%	41.9%	41.3%	54.2%
3. Asian	3.4%	1.4%	3.6%	4.8%
	100.0%	100.0%	100.0%	100.0%

20. What's the approximate annual income of your household?

	<u>Overall</u>	<u>Hispanic Elementary</u>	<u>Black Elementary</u>	<u>Hispanic Junior High</u>	<u>Black Junior High</u>	<u>Hispanic High School</u>	<u>Black High School</u>
1. \$0 - 6,999	20.4%	38.2%	0.0%	23.3%	19.6%	30.4%	12.5%
2. \$7,000 - 8,999	31.2%	17.6%	16.0%	15.0%	8.7%	8.7%	6.3%
3. \$9,000 - 14,999	23.2%	38.2%	36.0%	48.3%	23.9%	47.8%	25.0%
4. \$15,000 +	25.2%	5.9%	48.0%	13.3%	47.8%	13.0%	56.3%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

22. Sex of respondent

	<u>Overall</u>	<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
1. Female	77.1%	77.6%	77.7%	76.6%
2. Male	22.9%	22.4%	22.3%	23.4%
	100.0%	100.0%	100.0%	100.0%



APPENDIX IV





## VEEP CANCELLATIONS STUDENT DISTRIBUTIONS

1. What grade are you in?

	<u>Overall</u>
1. Seventh	25.9%
2. Eighth	21.0%
3. Ninth	19.8%
4. Tenth	16.0%
5. Eleventh	11.1%
6. Twelvth	6.2%
	<u>100.0%</u>

2. Did you attend a neighborhood school in San Diego before you entered VEEP?

	<u>Overall</u>
1. Yes	84.1%
2. No	15.9%
	<u>100.0%</u>

3. (If Yes) How were you getting along in the neighborhood school before attending the VEEP school?

	<u>Overall</u>
1. Very well	54.3%
2. Fairly well	35.7%
3. Not well	10.0%
	<u>100.0%</u>

4. Which was the primary reason you enrolled in VEEP - for racial integration or quality education?

	<u>Overall</u>
1. Integration	4.2%
2. Education	74.6%
3. Both	21.1%
	<u>100.0%</u>

5. Whose idea was it for you to enter VEEP? Did your parents encourage you, or did you convince them?

	<u>Overall</u>
1. Parents' idea	27.8%
2. Student's idea	50.6%
3. Both	21.5%
	<u>100.0%</u>



6. Whose decision was it for you to leave VEEP?

	<u>Overall</u>
1. Student's	43.6%
2. Parents'	24.4%
3. School's	17.9%
4. Combination	3.8%
5. Other	10.3%
	<u>100.0%</u>

7. Why did (answer from #6) decide you should withdraw from VEEP?

	<u>Overall</u>
1. Bussing problems	30.4%
2. Didn't like program	14.5%
3. Not getting along in school	13.0%
4. Bad grades	7.2%
5. Left school	7.2%
6. Moved	7.2%
7. Transferred to another program	5.8%
8. Transferred to another VEEP school	2.9%
9. Other	11.6%
	<u>100.0%</u>

8. Did any of your neighborhood friends attend the same VEEP school you attended?

	<u>Overall</u>
1. Yes	75.6%
2. No	24.4%
	<u>100.0%</u>

9. Do you have any brothers or sisters who are in the same school you are in now? (If Yes) Did any of your sisters or brothers attend the same VEEP school you attended?

	<u>Overall</u>
1. Yes, sibling attended VEEP	59.1%
2. No, sibling did not attend VEEP	40.9%
	<u>100.0%</u>

10. Are you currently participating in a club, organization or one of the extra curricular activities offered at your school?

	<u>Overall</u>
1. Yes	19.0%
2. No	81.0%
	<u>100.0%</u>



11,12. (If Yes) Which ones?

	<u>Overall</u>
1. Sports	30.0%
2. Band/Orchestra	10.0%
3. Boys' Club	10.0%
4. Other	50.0%
	<u>100.0%</u>

13. Do you attend school activities such as dances and athletic events?

	<u>Overall</u>
1. Yes	75.0%
2. No	25.0%
	<u>100.0%</u>

14. How do you get to school?

	<u>Overall</u>
1. School Bus	18.2%
2. Car	9.1%
3. Public Bus	23.4%
4. Bike	1.3%
5. Walk	46.5%
6. Other	1.3%
	<u>100.0%</u>

15. How important is racial integration to you? Is it very important, somewhat important, or not important to you?

	<u>Overall</u>
1. Very important	43.4%
2. Somewhat important	36.8%
3. Not important	19.7%
	<u>100.0%</u>

16. Outside of class during lunch, breaks, and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?

	<u>Overall</u>
1. Same race	21.3%
2. Mix regardless of race	78.7%
	<u>100.0%</u>



17. How much of a problem do you think violence between students is on campus? Is it a very serious, somewhat serious, or not a problem on campus?

Overall

1. Very serious	20.0%
2. Somewhat serious	33.8%
3. Not serious	46.3%
	<u>100.0%</u>

18. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?

Overall

1. Good	45.0%
2. Fair	47.5%
3. Poor	7.5%
	<u>100.0%</u>

19. Do you avoid certain activities or certain areas of campus in order to avoid being in a group where most of the members are of a race different than your own?

Overall

1. Yes	21.5%
2. No	78.5%
	<u>100.0%</u>

20. I have just two final questions. First, how far would you like to go in school?

Overall

1. Less than High School graduation	1.2%
2. Graduate from High School	30.5%
3. Attend college or vocational school	20.2%
4. Graduate from a 4-year	37.8%
5. Obtain an advanced degree (MA, MS, MD, Ph.D., etc)	2.4%
6. Unsure	7.3%
	<u>100.0%</u>

21. And how far do you think you will probably go in school?

Overall

1. Less than High School graduation	4.9%
2. Graduate from High School	30.5%
3. Attend college or vocational school	17.1%
4. Graduate from a 4-year	30.5%
5. Obtain an advanced degree (MA, MS, MD, Ph.D., etc)	1.2%
6. Other	15.9%
	<u>100.0%</u>



22. What is your race?

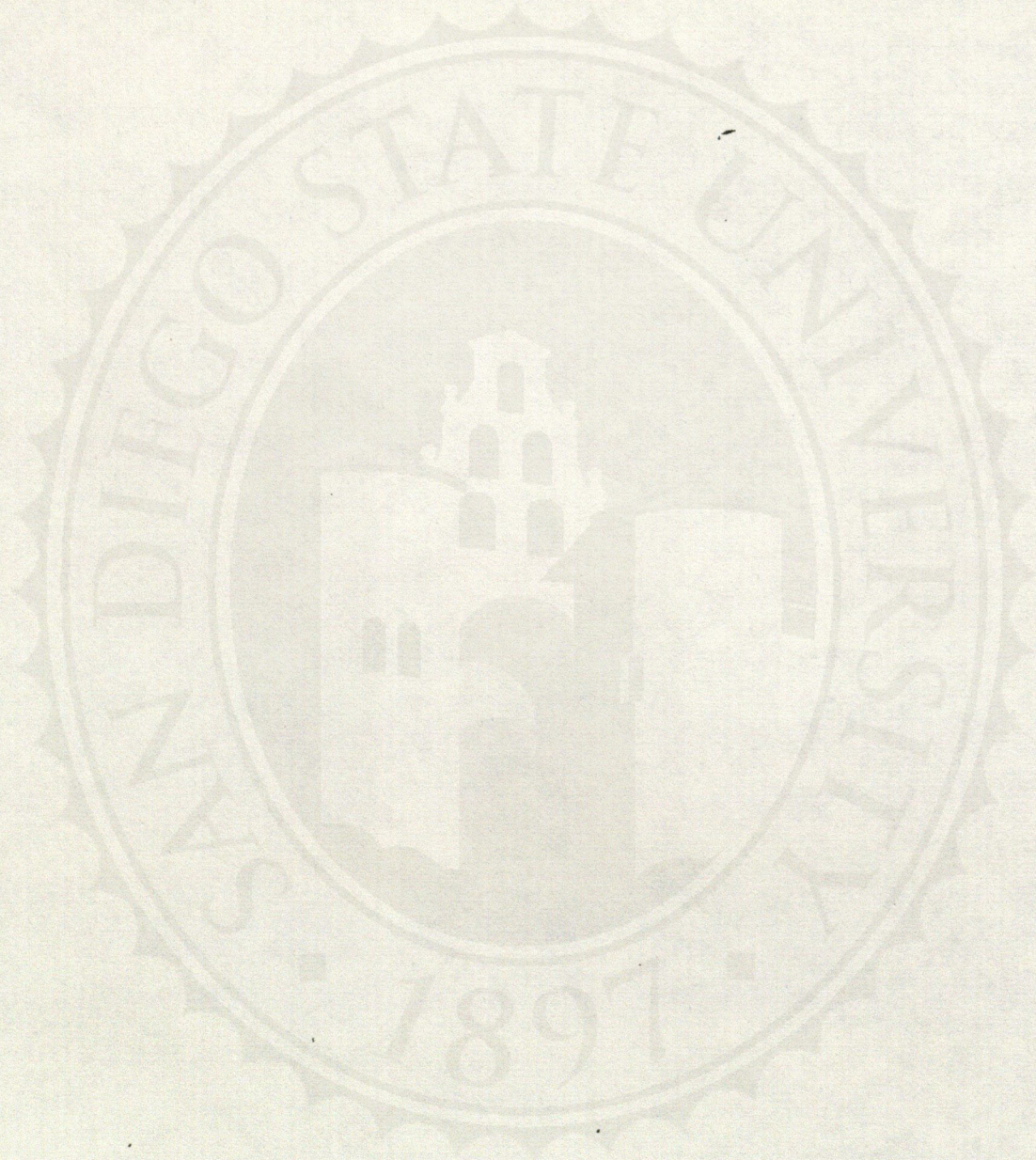
	<u>Overall</u>
0. Hispanic	23.2%
1. White	1.2%
2. Black	75.6%
	<u>100.0%</u>

24. Sex of respondent

	<u>Overall</u>
1. Female	50.0%
2. Male	50.0%
	<u>100.0%</u>



APPENDIX V





## VEEP CANCELLATIONS PARENT DISTRIBUTIONS

1. What grade was (child's name) in when s/he first entered VEEP?

	<u>Overall</u>
0. Kindergarten	3.2%
1. First	0.0%
2. Second	3.2%
3. Third	3.2%
4. Fourth	3.2%
5. Fifth	3.2%
6. Sixth	11.8%
7. Seventh	51.6%
8. Eighth	2.2%
9. Ninth	4.3%
10. Tenth	10.8%
11. Eleventh	3.2%
12. Twelfth	0.0%
	<u>100.0%</u>

2. What grade was s/he in when s/he withdrew from VEEP?

	<u>Overall</u>
0. Kindergarten	2.2%
1. First	1.1%
2. Second	3.4%
3. Third	1.1%
4. Fourth	2.2%
5. Fifth	1.1%
6. Sixth	4.5%
7. Seventh	20.2%
8. Eighth	20.2%
9. Ninth	15.7%
10. Tenth	12.4%
11. Eleventh	11.2%
12. Twelfth	4.5%
	<u>100.0%</u>

3. Originally, whose idea was it to enroll in VEEP?  
Your's or your child?

	<u>Overall</u>
1. Parent's	55.3%
2. Child's	35.3%
3. Both	9.4%
	<u>100.0%</u>

4. Did your child attend a neighborhood school in San Diego before entering VEEP?

	<u>Overall</u>
1. Yes	83.9%
2. No	16.1%
	<u>100.0%</u>



5. (If Yes) How was your child getting along in the neighborhood school before attending VEEP?

	<u>Overall</u>
1. Very well	56.4%
2. Fairly well	28.2%
3. Not well	<u>15.4%</u>
	100.0%

6. Is your child presently attending a neighborhood school?  
IF NO - What kind of school is s/he attending?

	<u>Overall</u>
1. Neighborhood	72.2%
2. Magnet	6.7%
3. Private or parochial	3.3%
4. Not attending school	3.3%
5. Other	<u>14.4%</u>
	100.0%

7. Whose decision was it for your child to leave VEEP?

	<u>Overall</u>
1. Parent's	36.5%
2. Student's	29.4%
3. School's	17.0%
4. Combination	9.4%
5. Other	<u>4.7%</u>
	100.0%

8. Why did (answer from #7) decide your child should withdraw from VEEP?

	<u>Overall</u>
1. Not getting along in school	25.0%
2. Bussing problems	22.5%
3. Didn't like program	15.0%
4. Transferred to another program	11.3%
5. Moved	7.5%
6. Transferred to another VEEP school	3.8%
7. Other	<u>15.0%</u>
	100.0%

9. What do you feel is the most serious problem with VEEP?

	<u>Overall</u>
1. Nothing/No problems	61.3%
2. Bussing problems	18.8%
3. Racial problems/Conflicts	10.0%
4. Other	<u>10.0%</u>
	100.0%



10. If this problem was remedied, would you consider re-enrolling your child in VEEP?

	<u>Overall</u>
1. Yes	72.0%
2. No	28.0%
	<u>100.0%</u>

11. What do you feel is the most important benefit of VEEP?

	<u>Overall</u>
1. Better education	41.8%
2. Integration	22.4%
3. Exposure/Widen horizons	19.4%
4. Nothing/No benefits	7.5%
5. Other	9.0%
	<u>100.0%</u>

12. How many school age children do you have?

	<u>Overall</u>
1. One	16.0%
2. Two	23.4%
3. Three	22.3%
4. Four	20.2%
5. Five	10.6%
6. Six	5.3%
7. Seven or more	2.1%
	<u>100.0%</u>

13. (IF MORE THAN ONE) Were your other children enrolled in VEEP?

	<u>Overall</u>
1. Yes (at least one other child in VEEP)	55.0%
2. No (no others enrolled)	45.0%
	<u>100.0%</u>

14. (IF YES) Did all of your children who were enrolled in VEEP drop out of the program?

	<u>Overall</u>
1. Yes, all dropped	24.4%
2. No, at least one still in	75.6%
	<u>100.0%</u>



15. What is the highest grade in school that you completed?

	<u>Overall</u>
1. Zero through Eight	24.5%
2. Nine through Eleven	22.3%
3. Twelve	29.8%
4. Vocational or Trade school	9.6%
5. Some college	10.6%
6. College graduate	3.2%
7. Graduate or Professional school	0.0%
	<u>100.0%</u>

16. What is your race?

	<u>Overall</u>
0. Hispanic	28.0%
1. White	3.2%
2. Black	66.7%
3. Asian	1.1%
	<u>100.0%</u>

17. What is the approximate annual income of your household?

	<u>Overall</u>
1. \$0 - \$6,999	28.2%
2. \$7,000 - \$8,999	26.9%
3. \$9,000 - \$14,999	21.8%
4. \$15,000 +	23.1%
	<u>100.0%</u>

18. Sex of respondent

	<u>Overall</u>
1. Female	88.0%
2. Male	12.0%
	<u>100.0%</u>



# STUDENTS AT VEEP DESCRIVING SCHOOL DISTRICTS

1. What grade are you in?

Overall

1. Seventh	17.9%
2. Eighth	17.5%
3. Ninth	18.3%
4. Tenth	18.9%
5. Eleventh	17.2%
6. Twelfth	18.4%
	100.0%

## APPENDIX VI

2. What is your race?

	Overall	Junior High	High School
0. Unknown	0.0%	0.0%	0.0%
1. White	89.6%	87.5%	90.1%
2. Black	8.4%	8.4%	8.4%
3. Asian	0.5%	0.5%	0.5%
4. Hispanic/Latino	1.5%	1.5%	1.5%
	100.0%	100.0%	100.0%

3. Are you familiar with VEEP?

	Overall	Junior High	High School
1. Yes	85.4%	82.1%	88.9%
2. No	14.6%	17.9%	11.1%
	100.0%	100.0%	100.0%

4. (If familiar) What is the purpose of VEEP?

	Overall	Junior High	High School
1. To help students	72.7%	69.3%	77.5%
2. To help parents	13.4%	15.0%	11.1%
3. For better education	8.4%	8.4%	8.4%
4. Helping	3.4%	3.4%	3.4%
5. Other	3.4%	3.4%	3.4%
	100.0%	100.0%	100.0%

5. (If familiar) Would you say VEEP is working very well, fairly well, or not well at all?

	Overall	Junior High	High School
1. Very well	16.9%	11.3%	20.1%
2. Fairly well	64.1%	67.5%	61.1%
3. Not well at all	18.9%	21.2%	18.8%
	100.0%	100.0%	100.0%



## STUDENTS AT VEEP RECEIVING SCHOOLS DISTRIBUTIONS

1. What grade are you in?

	<u>Overall</u>
1. Seventh	17.9%
2. Eighth	17.5%
3. Ninth	18.3%
4. Tenth	15.9%
5. Eleventh	17.1%
6. Twelfth	13.4%
	<u>100.0%</u>

2. What is your race?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
0. Hispanic	6.1%	6.9%	5.4%
1. White	89.0%	87.8%	90.1%
2. Black	2.4%	3.8%	0.9%
3. Asian	1.6%	0.8%	2.7%
4. Alaskan/American Indian	0.8%	0.8%	0.9%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

3. Are you familiar with VEEP?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Yes	53.1%	62.1%	40.9%
2. No	46.9%	37.9%	59.1%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

4. (If Familiar) What is the purpose of VEEP?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Integration	72.0%	69.3%	77.5%
2. To get people together	13.6%	16.0%	7.5%
3. For better education	6.8%	8.0%	5.0%
4. Bussing	5.9%	5.3%	7.5%
5. Other	1.7%	1.3%	2.5%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

5. (If Familiar) Would you say this program is working very well, fairly well, or not well at all?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Very well	16.9%	11.3%	26.8%
2. Fairly well	66.1%	62.5%	73.2%
3. Not well at all	16.9%	26.3%	0.0%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>



6. (If Familiar) Have you made any friends among the students who are bussed in under VEEP?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Yes	83.1%	84.1%	80.0%
2. No	16.9%	15.9%	20.0%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

7. Are you currently participating in a club, organization, or one of the extracurricular activities offered at this school?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Yes	29.3%	25.0%	34.2%
2. No	70.7%	75.0%	65.8%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

- 8,9. (If Yes) Which ones?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Sports	45.5%	26.2%	58.2%
2. ASB/Student government	12.1%	28.6%	0.0%
3. Social/Service organization	1.0%	2.4%	0.0%
4. Human relations	4.0%	0.0%	7.3%
5. Academic	17.2%	19.0%	16.4%
6. Music	6.1%	2.4%	9.1%
7. Other	14.1%	21.4%	9.1%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

10. How important is school integration to you?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Very important	27.6%	30.2%	24.5%
2. Somewhat important	38.9%	34.9%	42.7%
3. Not important	33.5%	34.9%	32.7%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

11. Outside of class during lunch, breaks, and at school activities, do you usually socialize with other students of your own race, or do you and your friends mix socially on campus regardless of race?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Same race	28.8%	32.8%	23.9%
2. Mix	71.2%	67.2%	76.1%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>



12. How much of a problem do you think violence between students is on campus? Is it a very serious, somewhat serious, or not a problem on campus?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Very serious	12.6%	22.0%	1.8%
2. Somewhat serious	39.4%	46.2%	31.5%
3. Not a problem	48.0%	31.8%	66.7%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

13. How would you characterize relations between the various ethnic groups on campus? Good, fair, or poor?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Good	33.2%	28.2%	39.1%
2. Fair	54.1%	57.3%	50.9%
3. Poor	12.7%	14.5%	10.0%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

14. Do you avoid certain activities or certain areas of campus to avoid being in a group where most of the members are of a different race than your own?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Yes	21.3%	29.8%	11.8%
2. No	78.7%	70.2%	88.2%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

15. How far would you like to go in school?

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Less than high school	0.4%	0.0%	0.9%
2. Graduate from high school	12.2%	15.0%	9.3%
3. Attend J.C. or vocational school	23.6%	21.3%	26.2%
4. Graduate from a 4-year college	48.9%	47.2%	50.5%
5. Obtain an advanced degree	12.7%	14.2%	11.2%
6. Unsure	2.1%	2.4%	1.9%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>



16. How far do you think you will probably go in school?

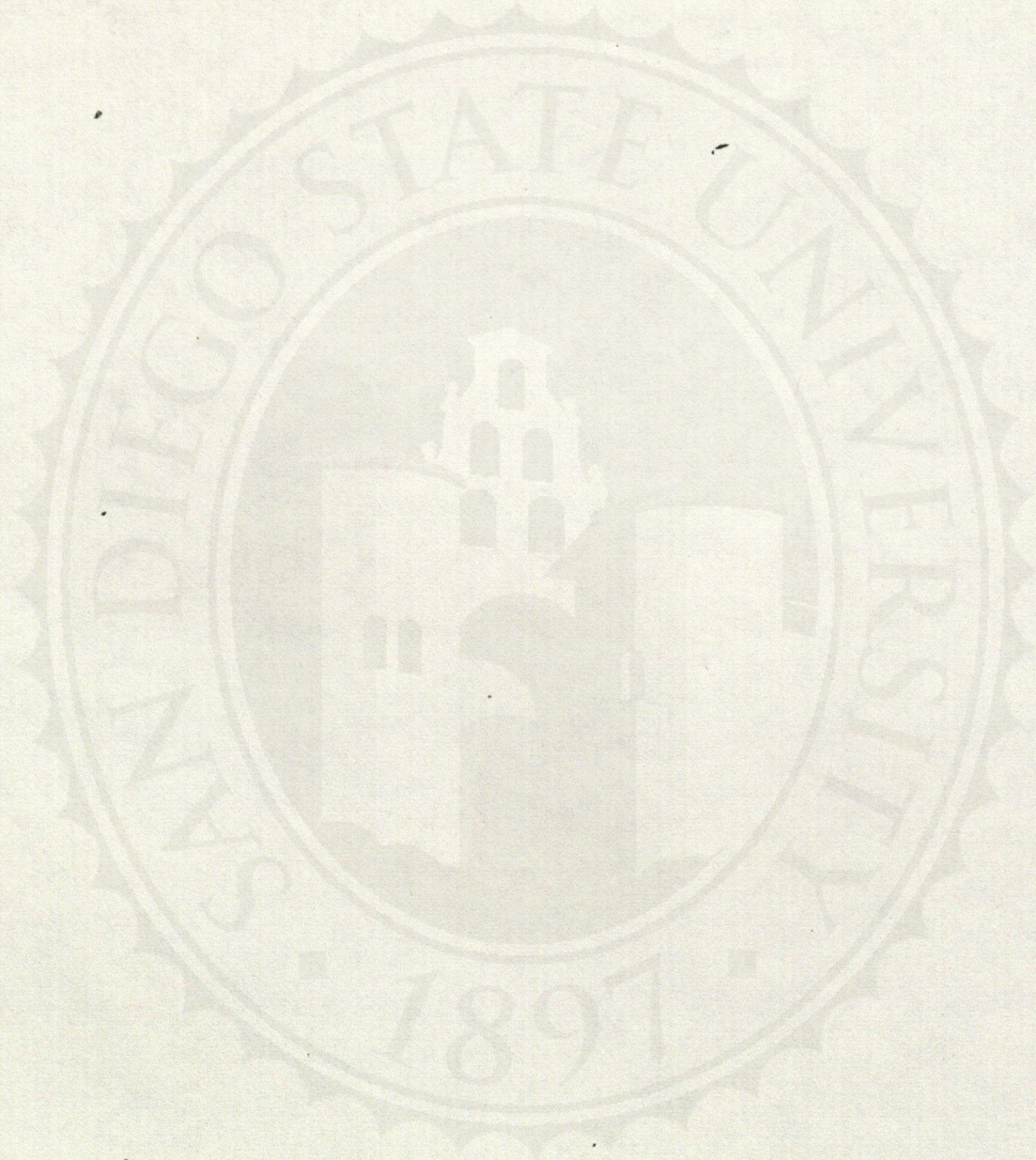
	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Less than high school	0.4%	0.0%	0.9%
2. Graduate from high school	13.6%	15.3%	12.0%
3. Attend J.C. or vocational school	20.0%	16.9%	22.2%
4. Graduate from a 4-year college	51.5%	53.2%	50.0%
5. Obtain advanced degree	11.9%	12.9%	11.1%
6. Other	2.6%	1.6%	3.7%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

18. Sex of respondent

	<u>Overall</u>	<u>Junior High</u>	<u>High School</u>
1. Female	48.6%	49.2%	47.7%
2. Male	51.4%	50.8%	52.3%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>



APPENDIX VII





FACULTY DISTRIBUTIONS

## 1. What subject do you teach?

	<u>Overall</u>
0. Non-teaching	8.7%
1. English	18.3%
2. Math	14.4%
3. Physical & Life Sciences	5.8%
4. Social Sciences	12.5%
5. Foreign Languages	5.8%
6. Business/Vocational-Industrial Arts	12.5%
7. Physical Education	11.5%
8. Other	10.6%
	100.0%

## 2. What grade levels do you teach?

1. Junior High	50.0%
2. High School	50.0%

## 3. How would you rate VEEP?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Good	60.4%	43.5%	76.0%
2. Fair	32.3%	43.5%	22.0%
3. Poor	7.3%	43.5%	2.0%
	100.0%	100.0%	100.0%

## 4. What do you feel is the most important benefit of VEEP?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Integration	48.0%	44.9%	51.0%
2. Exposure/Widen Horizons	14.0%	10.2%	17.6%
3. Academic Benefits	9.0%	0.0%	17.6%
4. Other	29.0%	44.9%	13.7%
	100.0%	100.0%	100.0%

## 5. What do you feel is the most serious problem with the program?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Bussing	23.0%	22.4%	23.5%
2. Difficulty adjusting/ Need orientation	12.0%	8.2%	15.7%
3. Best students leave neighborhood school	9.0%	12.2%	5.9%
4. No after school activities	7.0%	4.1%	9.8%
5. Problem children	6.0%	0.0%	11.8%
6. Racial Problems/Conflicts	5.0%	6.1%	3.9%
7. Program should be expanded	4.0%	8.2%	0.0%
8. Expensive	4.0%	4.1%	3.9%
9. No problems	9.0%	8.2%	9.8%
10. Other	21.0%	26.5%	15.7%
	100.0%	100.0%	100.0%



6-7. What modifications do you think could be introduced to improve VEEP?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Two-way bussing/ Increase white enrollment	13.3%	20.9%	0.0%
2. No modifications	12.2%	7.0%	17.0%
3. Orientation/Support needed	11.1%	11.6%	10.6%
4. Enlarge program	5.6%	9.3%	2.1%
5. More parent involvement	4.4%	4.7%	4.3%
6. Change school boundaries	3.3%	7.0%	0.0%
7. Smaller classes for students who need help	3.3%	0.0%	6.4%
8. Security/ Supervision at bus stops and on bus	3.3%	0.0%	6.4%
9. Discontinue VEEP	3.3%	4.7%	2.1%
10. Other	40.2%	39.5%	48.9%
	100.0%	100.0%	100.0%

8. Who if anyone, would you say benefits from school integration?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Everyone	46.0%	52.0%	40.0%
2. Students	22.0%	24.0%	20.0%
3. VEEP participants	11.0%	4.0%	18.0%
4. Minorities	10.0%	2.0%	18.0%
5. Everyone on integrated campus	4.0%	6.0%	2.0%
6. Other	7.0%	12.0%	2.0%
	100.0%	100.0%	100.0%

9. Who if anyone, would you say suffers as a result of integration?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. No one	36.6%	46.0%	27.5%
2. Students who ride the bus	17.8%	20.0%	15.7%
3. Neighborhood school	7.9%	2.0%	13.7%
4. Bigots	5.9%	4.0%	7.8%
5. Forced VEEP participants	5.0%	8.0%	2.0%
6. Students at a high academic level	4.0%	0.0%	7.8%
7. Students	4.0%	4.0%	3.9%
8. Other	18.8%	16.0%	21.6%
	100.0%	100.0%	100.0%

10. How much of a problem do you think violence between students is on campus?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Very serious	4.8%	5.8%	3.8%
2. Somewhat serious	38.5%	36.4%	42.3%
3. Not serious	56.7%	59.6%	53.8%
	100.0%	100.0%	100.0%



11. (If serious or somewhat serious and a Receiving Faculty member)  
Do you think VEEP contributes to the violence between students  
a lot, somewhat, or not at all?

	<u>Receiving</u>
1. A lot	12.0%
2. Somewhat	68.0%
3. Not at all	20.0%
	<u>100.0%</u>

12. (If Receiving Faculty member) Are you involved in any activity  
designed to aide VEEP students?

	<u>Receiving</u>
1. Yes	39.1%
2. No	60.9%
	<u>100.0%</u>

13. (If Yes) What is it that you do to aide VEEP students?

	<u>Receiving</u>
1. Human Relations Committee member	29.4%
2. Tutors/Gives special help	17.6%
3. ESAA organ	11.8%
4. Teaches English as a second language	11.8%
5. Other	29.4%
	<u>100.0%</u>

14. Do you think students and their parents are motivated by the  
idea of racial integration or by the idea of better academic  
opportunity in enrolling in VEEP?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Integration	3.1%	2.1%	4.2%
2. Academic	88.5%	87.5%	89.6%
3. Both	8.3%	10.4%	6.3%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

15. What is your race?

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
0. Hispanic	6.8%	9.6%	3.9%
1. White	89.3%	82.7%	96.1%
2. Black	3.9%	7.7%	0.0%
3. Asian	0.0%	0.0%	0.0%
4. Alaskan/American Indian	0.0%	0.0%	0.0%
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>



## 17. Sex of respondent

	<u>Overall</u>	<u>Sending</u>	<u>Receiving</u>
1. Female	43.3%	44.2%	42.3%
2. Male	56.7%	55.8%	57.7%
	100.0%	100.0%	100.0%

## 20. School

	<u>Overall</u>
1. Hale Junior High (Receiving)	12.5%
2. Muirlands Junior High ( Receiving)	12.5%
3. Madison High School (Receiving)	12.5%
4. Patrick Henry High School (Receiving)	12.5%
5. Memorial Junior High (Sending)	12.5%
6. O'Farrell Junior High (Sending)	12.5%
7. Morse High School (Sending)	12.5%
8. San Diego High School (Sending)	12.5%
	100.0%