

DOCUMENT RESUME

ED 117 141

TM 004 994

AUTHOR Higgins, Paul S.
TITLE The Conflict Resolution Desegregation Aides Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project: An Evaluation.
INSTITUTION Minneapolis Public Schools, Minn., Dept. of Research and Evaluation.
REPORT NO C-73-64
PUB DATE Dec 74
NOTE 36p.

EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage
DESCRIPTORS *Conflict Resolution; Discipline Problems; Inservice Programs; Junior High Schools; Paraprofessional School Personnel; Program Effectiveness; *Program Evaluation; *Race Relations; *School Aides; *School Integration; Senior High Schools; Student Attitudes

IDENTIFIERS Emergency School Aid Act Project; Minneapolis Public Schools; Minnesota (Minneapolis)

ABSTRACT

The Conflict Resolution Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project provided 20 paraprofessional Desegregation Aides for nine desegregating public schools (8 junior highs, 1 high school). The Component also funded a Coordinator of Desegregation Aides and a program of pre- and in-service training to help Aides reduce various types of conflict in schools, to improve interracial relations, and to act as liaisons between schools and the neighborhoods from which students were bussed. The objectives of the component were (1) prevention of major racial conflicts leading to school closing; (2) prevention of any increase in student-student conflict, as measured by suspension rates attributable to such conflicts in 1972-73 vs. 1973-74; (3) prevention of any increase in student-teacher conflict, as measured by suspensions attributable to such conflicts; and (4) among White students, an increase in liking toward minority students, as measured by 1973 vs. 1974 administrations of the Student Opinion Questionnaire (SOQ). Objective 1 was met. Attainment of objectives 2, 3, and 4 could not be measured directly, because the relevant data were not available. This report, prepared by an independent evaluator, includes a brief description of the Aides and a discussion of the Aides' enacted role. ~~Approximately two-thirds of the Aides represented racial minorities.~~ Aides' most time-consuming activities were monitoring the halls and cafeteria, and talking with students and school staff about interpersonal conflict. (Author/RC)

ED117141

Minneapolis Public Schools

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

The Conflict Resolution
Desegregation Aides Component
of the Minneapolis Schools' 1973-74
Emergency School Aid Act Project:
An Evaluation

Paul S. Higgins
Independent Contractor

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

December 1974
C-73-64

Research and Evaluation Department
Planning and Support Services Division

JM 004 994

The Conflict Resolution/Desegregation Aides Component
of the Minneapolis Schools' 1973-74
Emergency School Aid Act Project:
An Evaluation

SUMMARY

See Page

The Conflict Resolution Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project provided 20 paraprofessional Desegregation Aides for nine desegregating public schools (8 junior highs, 1 high school). The Component also funded a Coordinator of Desegregation Aides and a program of pre- and in-service training to help Aides reduce various types of conflict in schools; to improve interracial relations, and to act as liaisons between schools and the neighborhoods from which students were bussed.

The Objectives of the Component were (1) prevention of major racial conflicts leading to school closing; (2) prevention of any increase in student-student conflict, as measured by suspension rates attributable to such conflicts in 1972-73 vs. 1973-74; (3) prevention of any increase in student-teacher conflict, as measured by suspensions attributable to such conflicts; and (4) among White students, an increase in liking toward minority students, as measured by 1973 vs. 1974 administrations of the Student Opinion Questionnaire (SOQ). Objective 1 was met. Attainment of Objectives 2, 3, and 4 could not be measured directly, because the relevant data were not available.

This report, prepared by an independent evaluator under a contract with the Minneapolis Public Schools, includes a brief description of the Aides and a discussion of the Aides' enacted role. Approximately two-thirds of the Aides represented racial minorities. Aides' most time-consuming activities were monitoring the halls and cafeteria, and talking or "rapping" with students and school staff about interpersonal conflict.

When Aides and their building supervisors (assistant principals and principals) selected incidents to show the Aides' most effective conflict-resolving work, they often described incidents in which an Aide (a) gathered all parties in a conflict for open discussion, (b) prevented fighting or other harming, (c) conducted a careful, painstaking investigation, or (d) removed force (tension, threat) from a situation. Building supervisors found the Aides' ability to communicate school concerns to minority parents of particular value.

The evaluator recommended that the Conflict Resolution Component be refunded. In every desegregating school served by Aides, student-student and student-teacher conflicts of various types have been an important problem. The report discusses several types of conflict caused in part by negative racial/ethnic attitudes. Although "hard" data concerning Component effectiveness were limited, the observations of the evaluator and the assessments of assistant principals and principals suggest that Desegregation Aides made an important contribution to conflict resolution in the desegregating schools they served.

The evaluator also recommended changes in Component operation including: (a) inclusion of Aides as full members of any school-wide "Student Support Team"; (b) clarification of the proper balance between the Aides' monitoring role and the Aides' counseling role; (c) continued recruitment of Aides with a demonstrated capacity to like, and work effectively with, both students and staff; (d) the development of more precise objectives for Aides, based on the search for those activities and approaches most effective in resolving school conflicts and promoting positive interracial attitudes.

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
<u>Background: The Minneapolis Schools' ESAA Project</u>	1
<u>The Organization of This Evaluation Report</u>	2
HOW WELL DID THE CONFLICT RESOLUTION COMPONENT MEET ITS OBJECTIVES?	2
HOW DID THE CONFLICT RESOLUTION COMPONENT OPERATE?	6
<u>Who Were the Desegregation Aides?</u>	6
<u>Pre- and In-service Training</u>	6
<u>The Enacted Role of Desegregation Aides</u>	7
WHAT ARE SOME CHARACTERISTICS OF THE AIDES' BEST CONFLICT-RESOLVING WORK?	9
<u>A Precondition for Effective Work by Aides: Good Working Relationships With Building Administrators</u>	11
HOW GREAT IS THE NEED FOR A CONFLICT RESOLUTION PROGRAM IN DESEGREGATING MINNEAPOLIS SCHOOLS?	12
WHAT RECOMMENDATIONS SHOULD BE MADE CONCERNING THE IMPROVEMENT AND RE-FUNDING OF THE CONFLICT RESOLUTION COMPONENT?	16
<u>Recommendations for Improvement of Component Operation</u>	16
<u>Recommendation for Re-Funding of the Component</u>	17
REFERENCES	18
APPENDICES	19
<u>Appendix A: ESAA Desegregation Aide Form</u>	20
<u>Appendix B: Form for Building Supervisor of ESAA Desegregation Aides</u>	26

ACKNOWLEDGMENTS

The evaluator gratefully acknowledges the help of the following persons: Lary R. Johnson, coordinator of Desegregation and Reorganization Studies, made frequent, constructive suggestions and criticisms throughout the conduct of the evaluation.

R. W. Faunce, Director of Research and Evaluation, carefully reviewed drafts of this report. Diane Boardman provided expert clerical assistance. For providing needed information, special thanks are also due Hallie Harrell, ESAA Project Director; Mary Johnigan, Coordinator of Desegregation Aides; the Desegregation Aides; and the assistant principals and principals who supervised the Aides in each building.

The Conflict Resolution/Desegregation Aides Component
of the Minneapolis Schools' 1973-74
Emergency School Aid Act Project:
An Evaluation

During 1973-74, 20 Desegregation Aides worked in nine desegregating Minneapolis public secondary schools (eight junior highs and one high school). These Aides were hired using funds awarded to the Minneapolis Schools under the provisions of the Emergency School Aid Act (1972; denoted hereafter as ESAA). The Aides were paraprofessionals specially trained to reduce various types of conflict in the school, to improve interracial relations, and to act as a liaison between the school and the neighborhoods from which students were bussed.

Background: The Minneapolis Schools' ESAA Project

The ESAA provides funds to help solve the human relations and instructional problems of school systems, like Minneapolis, that are undergoing planned desegregation (see 1972 summary of Minneapolis Public Schools' desegregation plan cited in References). In 1973-74, ESAA granted \$535,441 to the Minneapolis Schools for three programs (called Components) aimed primarily at the newly desegregating junior highs.

The Desegregation Aides, Desegregation-Aide Coordinator, and a program of pre- and in-service training comprised the Conflict Resolution Component of Minneapolis' 1973-74 ESAA Project. The other two Components of the Project were remedial reading instruction and remedial math instruction, both for junior-high-age students. The Conflict Resolution Component, in accord with the original project proposal (Office of Planning, Development, and Federal Programs, Minneapolis Public Schools, 1973) was considered second in priority,¹ ahead of math instruction and behind reading instruction. Approximately one-fifth (\$99,295) of the total Minneapolis ESAA grant was used for the Conflict Resolution Component.

The desegregating junior highs served by the Conflict Resolution Component were Anthony (two Aides as of the end of the school year), Bryant (three Aides), Franklin (one Aide), Jefferson (three Aides), Jordan (three Aides), Lincoln (one Aide), Phillips (two Aides), and Ramsey (three Aides). The newly opened North High School also had two Desegregation Aides.

ESAA evaluation. The ESAA-Project budget allotted a maximum of \$10,000

¹The priority of each Component for funding was determined by a vote of the ESAA Districtwide Advisory Committee, a group constituted in accordance with ESAA guidelines so as to (a) represent all major racial/ethnic groups in Minneapolis and (b) include teachers, students, parents, and members of community organizations promoting equality of opportunity.

for evaluation of all three Components. The evaluator was a research psychologist selected by the Minneapolis Schools' Research and Evaluation Department. Although he received technical and clerical assistance from Research and Evaluation Department, the evaluator was an independent contractor, not a regular School District employee.

The Organization of This Evaluation Report

The following sections of this report provide answers to five questions about the Conflict Resolution/Desegregation Aides Component:

1. How well did the Component meet the objectives stated in the ESAA-Project proposal?
2. How did the Conflict Resolution Component operate? The answer to this question includes a description of the enacted role of Desegregation Aides (in comparison to the role prescribed in the Project proposal).
3. What are some characteristics of the Aides' best conflict-resolving work?
4. How great is the need for a conflict resolution program in desegregating Minneapolis Schools? The answer to this question includes discussion of the types of conflicts in these schools, the frequency of each conflict type, and the part played by negative racial/ethnic attitudes in these conflicts.
5. What recommendations should be made concerning (a) the improvement of Component operation and (b) the re-funding of the Conflict Resolution Component?

HOW WELL DID THE CONFLICT RESOLUTION COMPONENT MEET ITS OBJECTIVES

In their work in the schools, the Desegregation Aides were expected to make a demonstrable contribution to attainment of the following objectives:

Objective 1: "The desegregation plan will be carried out in the Minneapolis Public Schools in 1973-74 without major disruption in educational programs due to racial conflicts" (original ESAA-Project proposal, p. 42). Success in meeting this objective was to be measured in terms of the number of days that the desegregating junior highs were closed because of "racial conflicts."

Objective 1 was met. Although three of the schools did experience racial disturbances, and although in one case some activities and student privileges were curtailed, in no case was school actually closed. In one school a White bus driver was carried from his bus and assaulted by a group of Black students; and in a separate incident, a group of approximately 30 White students nearly came to blows with a group of Black students at the close of

a school day. In a second junior high, rumors that a Mexican-American student had "snitched" on an alleged drug pusher precipitated a confrontation between two groups: a group of White and Indian students vs. a group of Black students. In a third school, a Black student allegedly assaulted a White student in the cafeteria with a board. Rumor and "bad feelings" flourished briefly between students of different races following this assault.

The fact that a school did not close its doors does not therefore mean that important racial incidents were absent. Administrators in two schools view school closing as a last resort in cases of racial confrontation. "It's better to keep school open," said one principal. "You gain stability if you can calm things down enough to carry on classes... it shows you can cope with the problem." An assistant principal said that school was not closed in 1973-74 despite a major racial confrontation because, "We would then have had the additional problem of dealing with everybody about 'how bad it was.'" These two administrators both implied that the unavoidable publicity resulting from school closing could increase racial tensions. It is apparently very difficult for an administrator to weigh the dangers of keeping school open vs. closing school, following a major racial confrontation.

In all three schools with disruptions caused in part by negative racial attitudes, Desegregation Aides played a direct role in resolving the conflicts. In one school, an Aide attempted to keep Black students from leaving school busses and attacking a crowd of jeering White students. Although some students de-bussed and approached the taunting crowd, the Aide was nevertheless able to disperse students (with help from a police-school liaison officer) before major fighting erupted. Later in the week, the Aides helped prevent hostile outsiders from entering the building.

In the second school, Aides attempted almost singlehandedly to prevent the after-school "rumble" among White, Indian, and Black students. The Aides' most important work, however, involved gathering 15 of the leading actors in this conflict for frank exchange of views and rumor-dispelling discussion of facts.

In the third school, Aides quickly broke up a lunchroom fight that threatened to become a full-scale melee.

Objective 2: "Conflicts between students will be no greater under desegregated conditions than they were under non-desegregated conditions" (p. 44). In measuring attainment of this objective, suspensions resulting

from student-student conflict were to be compared for (a) the last half of the desegregated 1973-74 school year and (b) the last half of the previous year, before implementation of the desegregation plan.

The attainment of this objective could not be directly measured, since only one school had readily available any "hard" statistics on the number of suspensions in a given period (and even then, the number specifically attributable to student-student conflicts was not recorded). Accordingly, in each ESAA junior high, one assistant principal or principal who supervised Desegregation Aides was asked to "Compare the frequency of student-student conflict in your school this year (1973-74) with the frequency of such conflict last year (1972-73)," using a scale ranging from 7, "Much more frequent...", to 1, "Much less frequent..." This question, and the entire interview protocol of which it was a part, are reproduced as Appendix B. As tabulated on this sample questionnaire, the responses of seven of nine building supervisors (usually, assistant principals) of Aides suggest that the frequency of student-student conflicts had either decreased or stayed the same.

These same assistant principals and principals were also asked to rate the "total contribution" of the Aides to the "reduction or prevention" of student-student conflicts in 1973-74 on a scale from 7, "Extremely great contribution," to 1, "No contribution at all." Appendix B shows all supervisors indicating Aides had made a moderate to extremely great contribution, with the mode being 5, "Great contribution."

Desegregation Aides attempted to resolve a variety of student-student conflicts during 1973-74. On a questionnaire reproduced as Appendix A, Aides were asked whether they had "tried to resolve" each of six different types of student-student conflict. Among the 19 of 20 Aides responding to this questionnaire, nearly all (17) mediated one or more cases of (a) "Verbal abuse (name calling and 'bad mouthing')" and (b) "Threatening physical aggression." Over two-thirds of the Aides were involved in the following student-student conflicts: (c) "Physical aggression" (16 of 19 Aides) and (d) "Extortion with no stated threat (although threat may be implied)" (13). Four Aides were involved in (e) "Threatening with a weapon," and three Aides, in (f) "Injury with a weapon."

Objective 3: "The amount of conflict between students and teachers will be no greater under desegregated conditions than it was under non-desegregated conditions" (p. 45). Suspensions resulting from conflicts between students and teachers were to be no greater during the last half of 1973-74 (under

desegregation) than during the last half of 1972-73 (before desegregation). Again, this objective could not be measured as stated, because suspensions attributable to student-teacher conflict could not be determined using existing records. Instead, an Aide supervisor (assistant principal or principal) in each building was asked to rate the change in frequency of such conflicts; six of nine felt the frequency of student-teacher conflicts in 1973-74 was the same, or less than, the frequency in 1972-73. Again, all supervisors believed Aides had made a moderate to extremely great contribution to the prevention or reduction of such conflicts, with a modal rating of 5, "Great contribution."

Appendix A, the ESAA Desegregation Aide Form with tabulated responses, shows Aides' self-reported involvement in a number of different student-teacher conflicts. Most of the Aides had experience resolving (a) "Disobeying a teacher's order" (16 of 19 Aides), and (b) "Verbal abuse" (15). About half (9) of the Aides reported attempts to resolve (c) "Physical aggression," (d) "Threatening physical aggression," and (e) "Teacher unfairly treating a student." Two Aides mediated at least one student-teacher conflict which included (f) "Injury with a weapon." Three were involved in cases of (g) "Threatening with a weapon."

Objective 4: White students who attended schools having few minority students in 1972-73 "will become more favorable toward minority students" (p. 47) by the end of the desegregated 1973-74 school year. This hoped-for change in attitude was to be measured using the racial factor of the Minneapolis Schools' Student Opinion Questionnaire (Johnson & Faunce, 1972a, 1972b, 1973). The spring, 1973, administration of the SOQ to all students in the junior highs to be desegregated, as part of a city-wide testing program; would serve as the pretest for the Conflict Resolution evaluation. The spring, 1974, administration of the SOQ, after a desegregated school year, would serve as the posttest. Since the results of the 1973-74 SOQ were not available as of this writing, the attainment of Objective 4 cannot yet be assessed.

The above four objectives are very broad in scope. The attainment of these objectives was the responsibility of the total school community, not just the Aides. Even if completely adequate measurement relevant to these objectives were possible, the evaluator would still have had great difficulty deciding what portion of each objective's attainment could be attributed to the Aide's work.

HOW DID THE CONFLICT RESOLUTION COMPONENT OPERATE?

The Conflict Resolution Component included funds for the Desegregation Aides, a full-time Coordinator of ESAA Desegregation Aides, and a pre- and in-service training program for Aides. In each participating school, the Aides had office space for counseling and a private phone.

This section on the operation of the Conflict Resolution Component includes (a) a brief description of the Aides, (b) a description of the Aides' training during 1973-74, and (c) a description of the Aides' enacted role in comparison to the role prescribed by the original ESAA Project proposal.

Who Were the Desegregation Aides?

While representing great diversity in work history and personal experience, all but a few Aides lived in the neighborhood from which incoming students were bussed as part of desegregation, and had some experience as a volunteer or paid worker with school-age youth. Three of the Desegregation Aides and the Aide Coordinator had previous employment as Aides in a voluntary bussing program to achieve racial balance in the Minneapolis Schools (the Urban Transfer Program).

The Aides represented most of the groups specified as "minority" by the ESAA guidelines: 11 Aides were Black American, 1 was Indian American, and 1 was Spanish-surnamed American. Six of the Aides were White American. A majority (11) of the Aides were women. The range of ages was wide: some Aides were beginning their adult careers, some were returning to work after rearing families, some were near retirement.

Pre- and In-service Training

A pre-service training workshop was held for Desegregation Aides from August 27 through August 31, 1973. This workshop, consisting of five all-day sessions, was supervised by the Minneapolis Public Schools' Department of Intergroup Education. The trainers for the pre-service workshop were Human Relations Consultants from the Minneapolis Schools. These consultants were familiar with conditions in many of the desegregating ESAA schools before the 1973-74 school year. They had participated in the human relations training for all Minneapolis certified school personnel in 1972-73 and were therefore knowledgeable concerning teachers' racial attitudes. These consultants were also familiar with the conflict situations Aides might face in their new work settings.

The Desegregation Aides also attended several all-day in-service workshops during the 1973-74 school year. These workshops, also supervised by

Intergroup Education, included role-playing of methods to resolve frequently encountered conflicts, and a workshop on counseling skills. Desegregation Aides also discussed job-related issues at their regular monthly meetings. The content of the in-service workshops and the regular monthly meetings was based largely on problems identified by the Aides in their monthly written reports. These monthly written reports, describing each Aide's activities and the school's progress in achieving integration, were submitted to the Desegregation Aide Coordinator. The monthly meetings were chaired by the Aide Coordinator.

The Enacted Role of Desegregation Aides

To describe the Aide's enacted role, the investigator used questionnaire, interview, and observational data. A paper-and-pencil questionnaire (the "ESAA Desegregation Aide Form") was completed by 19 of 20 aides. The missing Aide worked less than one-half time in the Conflict Resolution Component. This questionnaire, with a tabulation of responses, is reproduced as Appendix A.

Each Aide was supervised jointly by an administrator in the desegregating school (usually the assistant principal, or in some cases the principal) and also by the Coordinator of Desegregation Aides.

Time and activity analysis of the Aides' enacted role. For each of nine role activities prescribed or implied by the ESAA Project proposal, the Desegregation Aides were asked (a) whether they performed the activity; (b) how they performed the activity (including any "tips" they would suggest to other Aides seeking reduced conflict among students and teachers in ESAA schools); and (c) the percent of total time they spent on the activity. From the tabulated responses (see Appendix A) and the open-ended comments, the following picture of the Aides' role emerged.

Talking or "rapping" was a general category accounting for over half of the Aides' work in the schools. Under this heading, the specific activity, "Talking with students about their difficulties in getting along with other students," was most time-consuming, occupying 15% of Aides' time, on the average. Aides also talked with (a) students about their difficulties in getting along with teachers (11% of total time); (b) teachers about their difficulties with students (9%); (c) the assistant principal or principal (9%), and (d) parents (9%).

Of all the Aides' activities taken singly, the activity taking the most time, 19% on the average, was "Monitoring (watching, supervising) student behavior in the cafeteria and halls." The variability of time spent on monitoring was also greater than the variability for any other activity.

While two-thirds of the Aides spent from 13% to 28% of their time monitoring, one Aide spent 5% and another 50%.

Riding the bus with students occupied an average of one-half hour per day. Four Aides rode busses seldom, if ever. In most ESAA schools, there were more busses than Aides; hence, Aides tended to ride those busses on which conflicts had occurred.

Other activities, described in more detail below, were "Working with the Student Advisory Committee in your school" (8%), and "Seeking out students who disobey school rules" (8%). Such "seeking out" activities included checking lavatories for smokers, and catching "class-cutters," "ditchers," or "outside trouble-makers."

Several Aides have helped students plan activities designed to improve human relations and school morale: a talent show, acclaimed by both students and parents; an all-school picnic; field trips; a "canteen," run by students, to sell snacks.

One Aide was invited to discuss her Latin American heritage in a Spanish class.

Assuming a responsibility clearly inappropriate to their role, two Desegregation Aides reportedly supervised the classes of absent teachers.

Another Aide helped plan a new educational program in her school to aid integration. This program, consisting of human relations classes and counseling, has recently been awarded federal funding.

The Student Advisory Committee. Each ESAA school was required by ESAA guidelines to have a Student Advisory Committee (SAC). Students representing different racial/ethnic groups were to be selected for the SAC ideally by a vote of the student body or student government. The ESAA guidelines required the ESAA Project staff in each school to keep the SAC informed concerning the operation of each ESAA-Project Component (e.g., Reading and Math; as well as Conflict Resolution). Also, ESAA staff were to hear SAC recommendations for the improvement of each Component. The guidelines also saw the SAC's as organizations generally promoting integration and equality of opportunity in each school.

The Minneapolis ESAA Project proposal specified that Desegregation Aides would serve as adult advisors to the SAC's in each public school. Each Aide did in fact work with the SAC in his/her school. Whether or not each SAC fulfilled the expectations envisioned by federal guidelines was not systematically studied by the investigator. Informal observation, however, suggested that some SAC's were much more effective than others. In one school,

SAC members met almost daily: developing their own interracial understanding; planning school-wide human relations activities (e.g., assemblies, dances, and a "Winterim Day" of varied educational activities); and helping to conduct an orientation for incoming sixth graders. In another school, the SAC received little support from the administration and was rarely permitted to meet during school time.

WHAT ARE SOME CHARACTERISTICS OF THE AIDES' BEST CONFLICT-RESOLVING WORK?

Aides and their building supervisors were asked to describe one actual incident showing effective conflict-resolving work by an Aide. On the Aides' questionnaire (Appendix A), this item was, "Please describe your actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows your most effective conflict-resolving work."

The incidents selected most frequently involved threats and name-calling among students; only two of 28 incidents (related by 19 aides and nine supervisors) involved actual fighting. Several incidents included theft or extortion. Approximately one third of the incidents centered on academic behavior such as class cutting, truancy, class disruption, or underachievement. One incident involved drugs. The following generalizations emerged from the descriptions of these incidents.

1. When both aides and supervisors describe a successfully resolved conflict, they often recall an incident in which the aide has gathered all parties in the dispute for an open discussion. For example, a long-smoldering family feud erupted when two groups of girls threatened each other with weapons (razor and, possibly, a gun). The aide arranged a meeting involving the girls, their families, and the police-school liaison officer. The parties agreed that lethal hazards overshadowed their petty jealousies, and they agreed to a truce. All the girls remained in school.

2. When reporting a successfully resolved conflict, aides and supervisors generally describe an incident in which the aide prevented fighting or other harmdoing. For example, an aide heard rumors of an impending "grudge" fight. Through discussions with students, the assistant principal, parents, and the counselor, the aide determined the probably time, place, and actors for the fight. The aide intercepted the attacker and escorted the potential victim home.

3. Careful, painstaking investigation is often needed for the best resolution of conflict, as in the preceding example. In another incident,

the Aide learned of a stolen needlepoint project. Over a two-day period, the aide narrowed the field of possible thieves through discreet questioning of students to avoid gossip. The project soon reappeared, with no further ill will.

4. Several successfully resolved conflicts, the Aide clearly avoided the use of force, although such threat or coercion might have seemed appropriate to some. In one ESAA school, a student came to class without pencil and paper, and then proceeded to disrupt the day's lessons. The student was ejected from class, and in an angry mood, sought out the Aide. The Aide did more listening than reprimanding. She then casually loaned the student a pencil and paper, and walked him back to class. Once there, she briefly acted as a mediator, and the teacher re-admitted the student.

The pitfalls of a "hard-line" approach are apparent in a similar conflict that was handled differently. A student cutting a class met an Aide in the hall. Instead of listening to, and defusing the student, the Aide immediately ordered the student to report to class. The student refused, calling the aide "every name in the book." The Aide pursued her, wrestling her to the office. The incident ended with the girl's suspension.

5. In seven of the nine incidents described by building supervisors, part of the Aide's effective work involved contacts with parents. School administrators seem to find particular value in the ability of a minority aide to communicate the school's concerns to the parents of a minority student. According to one assistant principal, "the trust level is higher between a Black Desegregation Aide and a Black parent than between many White school representatives and the Black parent." Perhaps the Aide's residence in the area from which students are bussed is a factor more important than the Aide's racial/ethnic identification in the Aide's ability to promote school-parent communication. For example, a White Aide living in a "sending" neighborhood learned that some parents were questioning the school's academic standards. Concern about standards was expressed most often in statements about homework (e.g., "Kids aren't bringing work home like they do at [another] Junior High School"). The Aide successfully resolved this conflict by inviting to her home for an open discussion the upset parents, the principal, and representatives of the school's academic departments.

6. In most of the successfully resolved conflicts reported above (e.g., the conflict under point 4 that was resolved by persuasion rather than coercion), the Aide was able to influence the antagonists because the Aide had first become a rewarding, important person. Time spent "rapping" with students and teachers is probably time wisely invested, unless the Aide is ignoring more pressing responsibilities. In describing the family-feud incident of point 1, the principal noted that, "The kids were listening because the Aide had built rapport and was listening to them."

A Precondition for Effective Work by Aides: Good Working Relationships
With Building Administrators

Aides generally appear to have enjoyed excellent working relationships with the assistant principals or principals who supervised them. When asked to rate this working relationship with their building supervisor, 13 Aides used the term "Excellent"; four used "Very good"; two, "Good." When the nine building supervisors were asked to rate their working relationship with Aides, six also used the rating "Excellent," and three used "Very good."

While these global ratings suggest administrators want the Conflict Resolution Component to continue, a number of Aide-Administrator conflicts surfaced during the year. These conflicts seemed to result from differing expectations for the role of the Desegregation Aide, held by building administrators vs. the Aides themselves. Such role conflicts, when they occur, are a major hindrance to effective work by Aides. The role conflict between aides and administrators could be summarized under two main headings:

1. Some administrators tend to emphasize the monitoring, custodial aspects of the Aide's role more than the counseling, human-relations aspects of the role. If an Aide is to initiate conflict-preventing or conflict-resolving discussions with teachers and parents, as well as students, the Aide needs the support of the building administration. One assistant principal, for example, allowed Aides to intervene in student-student conflicts, but not in student-teacher conflicts. This same A. P. seemed particularly proud that Aides under his supervision willingly spent a good share of their time monitoring the halls and cafeteria, even bussing trays and cleaning tables. "In my school," said the A. P., "Aides are a positive force, but in other schools, they're

always 'rapping.'" This assistant principal apparently felt that a "positive" role by Aides required an emphasis on routine custodial duties, not human relations work.

2. Some Aides tend to underemphasize their role in the maintenance of school order and discipline. Monitoring activities are certainly part of this role. Also part of this role is the Aide's support of administrative policies and school rules, and the Aide's modeling of acceptable conduct. In one school, apparently, the Aide did not see himself as a part of the school's adult staff. He allegedly gave a cigarette to a student, gave other students passes out of the building, and referred to police as "Pigs." After several confrontations with the administration, this Aide was transferred to another junior high. (This very youthful Aide had little previous work experience and none in a school setting. This Aide's work record has improved greatly since his transfer.)

Several administrators emphasized their need for Aides who by their example foster responsible student behavior, and who work conscientiously with little supervision. While nearly all Aides seem to possess these qualities, two or three aides did not and were fired.

When administrators assert the importance of the Aide's work in maintaining school discipline, they are not generally demanding unquestioning allegiance or servile obedience. They are instead asking Aides, by their responsible actions, to promote mature self-responsibility among students. An Aide could therefore properly advocate, or "go to bat for," a student having dispute with an administrator, providing this advocacy is reasoned, and that the administrator does not "take a beating."

HOW GREAT IS THE NEED FOR A CONFLICT RESOLUTION PROGRAM IN DESEGREGATING MINNEAPOLIS SCHOOLS?

The data from questionnaires and the investigator's personal observations suggest (a) that student-student and student-teacher conflicts of many types are an important problem in every ESAA school; (b) that some of these conflicts are caused in part by negative racial/ethnic attitudes; and (c) that therefore a Conflict Resolution Component is necessary in Minneapolis and also consistent with the ESAA's national goal of aiding desegregating school systems. According to the building supervisors of Aides (see Appendix B), the most frequent student-student conflicts are verbal abuse (name-calling and "bad mouthing"), threatening physical aggression, and fighting. The most frequent student-teacher conflicts seem to be disobeying a teacher's order and verbal abuse. For each of the

above conflicts, according to these administrators, the average frequency was at least once a week per school. For each of the above conflict types, approximately half of the principals knew of at least one actual conflict incident caused in part by negative racial/ethnic attitudes. Nearly every Aide attempted to resolve one case of each of these most common conflict types (see Appendix A).

Extortion: a type of conflict peculiar to newly desegregating schools?

Usually involving a demand for money or lunch tickets, extortion occurred in most of the ESAA junior highs. Aide supervisors in 5 of 9 ESAA junior highs knew of at least one extortion during their school year. The average frequency of "once every 2-4 weeks" per school is probably an underestimate, since much extortion may not be reported to the assistant principals and principals. For example, 13 of 19 Aides, representing 8 different junior highs, stated that they had personally tried to resolve a conflict involving extortion.

Extortion may be a conflict carrying racial overtones. Although only 5 of 19 Aides reportedly attempted to resolve an extortion "caused in part by negative racial/ethnic attitudes," and although only 4 of 9 supervisors knew of an Aide's efforts to resolve an extortion with racial overtones--nevertheless, the written comments of Aides and supervisors in 5 different schools suggested that in extortion cases the offender was often Black and the victim White.² One Aide worked with a Black girl extortioner who said she was "taking from White students only." Another Aide reported that "Some Black kids corner White students and demand money or such." In a third school, an Aide found "Black students intimidating younger White students." In a fourth school, an assistant principal said that Black students were extorting from White students, but that much extortion was unreported because of "fear of getting beat up."

²A conflict which some attribute to negative racial/ethnic attitudes may understandably be attributed by others to hostility between social classes. Because of discrimination in our society, minority-group membership has been correlated with lower socioeconomic status. One Aide, for example, said that in her school some conflicts between students were caused by "negative feelings toward economic backgrounds" but "very few...were caused by negative racial attitudes." This Aide had mediated at least one extortion case but none involving negative racial/ethnic attitudes, in her view. One other Aide in the same building, however, believed that negative racial attitudes were a factor in extortion cases he had tried to resolve. The evaluator believes that both "socioeconomic prejudice" and racial prejudice can be important factors in a given conflict between students (and adults) of different races.

Some staff members of both Black and White races saw extortion as a conflict sometimes caused by negative racial/ethnic attitudes. Thus, four Black Aides and one White Aide each mediated an extortion case they attributed to negative racial attitudes. Also, one Black supervisor and three White supervisors knew of an Aide's effort to mediate an extortion with racial overtones.

The dynamics of extortion in school merit further study. In 1973-74 extortion tended to be most common in schools with sizeable minority enrollments where White students had little previous contact with Black students. According to an assistant principal in one such desegregating school, some White students had a fear of Black students, a fear perhaps resulting from racist stereotypes that can flourish in an all-White neighborhood. This assistant principal also observed that extortion was most likely to occur in school situations where students mingled freely with relatively little supervision; e.g., the halls, the school grounds, the physical education class, or the shop class. Apparently, little money actually changed hands in most cases.

Conflicts involving extortion were resolved in several different ways. The assistant principal cited above often brought the extortioner, the victim, the Desegregation Aide, and the parents of both students together for a conference. In another school, the Aides and an assistant principal have helped formerly timid extortion victims to become more assertive. One might hypothesize that the incidence of extortion decreases as students of different races become better acquainted in integrated classrooms and cooperative school activities.

Subtle expression of negative racial attitudes. According to Aides and administrators alike, negative racial attitudes were a factor in some student-student and student-teacher conflicts. These negative racial attitudes were often displayed openly via explicit slurs and epithets. Often, however, and particularly in student-teacher conflicts, the negative racial attitudes were subtly expressed. Several Aides and administrators pointed out the prejudice that occurs when teachers do not perceive individual students, but instead seem predisposed to refer to a student as "one of those" in a racial minority group. Aides also reported two examples of a teacher expressing negative attitudes toward Black students' distinctive dress; for example, a teacher derogating a student's "Afro" clothing.

One damaging form of prejudice is the failure of some teachers to demand reasonable standards of discipline and classroom performance from minority students. Teachers may be seen as treating a minority student unfairly and in a racist manner if, for example, they make no effort to prevent the student from leaving class, and if they do not communicate concern over poor work to the student's parents.

One Aide gave the following examples to illustrate the implicit prejudice shown by teachers toward students:

Some teachers give the Black kids passes to go to the bathroom or nurse almost every day. They allow them to be late to class without passes and seem anxious to have them out of their classes if someone (i.e., counselor, A. P., or Aide) needs to see them. I have asked certain teachers if I could see a student for a few minutes and in front of the student the teacher will say, "Oh, take him all hour." These... incidents certainly give the students (whether Black or White) the feeling they are not worth much as persons and that the teacher does not feel it is important that they get an education. One teacher made the statement he was taking human relations so he could relate to "these kids." It is difficult to change the hearts and values of people but as a system we should be able to demand some kind of acceptable non-racist attitudes when school personnel deal with kids.

Some non-certificated school personnel in the ESAA junior highs also demonstrate prejudice. When racial discrimination is practiced against students, it is usually also felt by Aides. A second comment by the Aide quoted above illustrates this point:

I have witnessed some office personnel acting rude to Black Aides and students. They do not always give them as much information or help as they would to a White Aide or student. Many of the lunchroom personnel have racial hang-ups. On one occasion I asked to buy a sweet roll from a lunchroom lady in the student lunchroom. She told me, "I would like to give you one but then those colored fellows will come back here and want one," meaning a Black Aide, and a detached worker from the YMCA, who works with kids in the building.

The above quotations, while written by the same Aide, are consistent with the written and spoken comments made by the Aides in several different ESAA schools.

WHAT RECOMMENDATIONS SHOULD BE MADE CONCERNING THE IMPROVEMENT AND RE-FUNDING OF THE CONFLICT RESOLUTION COMPONENT?

Recommendations for Improvement of Component Operation

1. Desegregation Aides should be members of any school-wide "Student Support Team," which meets regularly to plan not only concrete assistance to individual students, but also changes in discipline policy.

2. The proper balance between the Aide's role as a monitor and the Aide's role as a counselor should be clarified. During the Aide's training, greater emphasis should be placed on developing an understanding of the school administrator's difficulties in maintaining an orderly, productive community of staff and students. Although an Aide is not necessarily an agent of the administration, some of the Aide's monitoring duties are legitimate. Perhaps all Aides and building supervisors in a particular area could meet periodically to discuss issues related to the role of the Desegregation Aide.

3. The proper role of the ESAA Student Advisory Committees and the Aide's role as adviser to the SAC--both topics need clarification. Again, some forum for open discussion of these issues should be planned.

4. Persons with a demonstrated capacity to like, and work effectively with, both students and adults should be employed as Aides. While most Aides have these qualities, in the past one or two Aides were employed who related well to students, but not adults. A few other Aides probably related better to administrators than to youngsters. Effective Aide work probably requires a balanced and consistent approach to human relations.

5. One focus of pre- and in-service training should be the development of more precise objectives for the work of the Desegregation Aides. Do the program goals need revision? (For example, should only White students be expected to show more favorable attitudes toward students of other racial/ethnic groups?) Are some Aide activities and approaches demonstrably more effective than others in meeting program goals?

Recommendation for Re-Funding of the Component

The evaluator believes the Minneapolis Public Schools should seek continued funding for the Conflict Resolution/Desegregation Aide Component. Although "hard" data concerning Component effectiveness are limited, the observations of the investigator and the assessments of school administrators suggest that Desegregation Aides have made an important contribution to the resolution and prevention of conflict in desegregating Minneapolis junior highs. If recommended changes in Component operation are made, the evaluator believes this program would be even more effective.

REFERENCES

Emergency School Aid Act (Title VII of Public Law 92-318, the Education Amendments of 1972), U. S. 92nd Congress, approved June 23, 1972.

Johnson, L., & Faunce, R. W. Minneapolis junior and senior high school students' attitudes toward school: May 1972. Photoduplicated Report No. C-71-41. Research and Evaluation Department, Minneapolis Public Schools, Minneapolis, Minn., November 1972. (a)

Johnson, L., & Faunce, R. W. Student Opinion Questionnaire. Minneapolis, Minn.: Minneapolis Public Schools, Research and Evaluation Department, 1972. (b)

Johnson, L., & Faunce, R. W. Minneapolis secondary school students' attitudes toward school by achievement, race, and sex. Photoduplicated Report No. C-72-61. Research and Evaluation Department, Minneapolis Public Schools, Minneapolis, Minn., April 1973.

Minneapolis Public Schools. Desegregation/integration, 1972-1975: Summary of proposals for consideration based on the 1970 Human Relations Guidelines. Photoduplicated paper. Minneapolis, Minn., March 1972.

Office of Planning, Development, and Federal Programs, Minneapolis Public Schools. Application for Emergency School Aid Act funds. Minneapolis, Minn., May 1973.

Minneapolis Public Schools
ESAA Desegregation Aide Form

for Evaluation of the Emergency School Aid Act Project

Your name: _____

Your school: _____

Name of principal or assistant principal
who supervises you in your school: _____

Name

Title

(principal or assistant
principal)

Instructions:

Please answer the questions on the following pages. Your answers will be used (a) to describe how the ESAA Project actually operates, (b) to estimate the Project's effectiveness in meeting objectives, and (c) to make recommendations for improving the Project.

Your answers are anonymous. The following code number will be used instead of your name to identify your answers:

1 4

This code, known only to the evaluator, will be used to compare the answers of all ESAA people at the same school. Names of individuals will not appear in any reports, and your answers will not be identified to anyone connected with your employment.

I do need this cover page with your name (a) to determine who has and has not answered the questionnaire and (b) to conduct any needed follow-up.

Do you have any questions?

Now, please remove this cover page and pass it in.

APPENDIX A (continued)

3/74 N=19
 M=Mean
 Form 4C S.D.=Standard deviation
 N R =No response

Minneapolis Public Schools
 ESAA Desegregation Aide Form

Contact person:
 Paul Higgins, Project Evaluator
 Tel. 348-6140
 Research and Evaluation
 Minneapolis Public Schools
 807 N. E. Broadway
 Minneapolis, MN 55413

(1-4)

1		4	
---	--	---	--

 Aide's code number

(5-16) Your Role in Resolving Student-Student Conflict

Listed below are some types of conflict that occur between students. For each conflict type, please answer Questions a-c.

Types of student-student conflict	Questions: In your school during <u>this</u> school year (1973-74) so far												
	a. Did a conflict of this type occur which you tried to resolve?	b. If answer to a was "Yes," was at least one such conflict caused in part by negative racial/ethnic attitudes?	c. If answer to b was "Yes," please explain how you could tell that the conflict was caused in part by negative racial/ethnic attitudes. (If answer to b was "No," then skip this question.)										
I. Injury with a weapon	(5) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">3</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">16</td><td>2 No</td></tr> </table>	3	1 Yes	16	2 No	(12) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">2</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">16</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	2	1 Yes	16	2 No	1	NR	
3	1 Yes												
16	2 No												
2	1 Yes												
16	2 No												
1	NR												
II. Physical aggression	(6) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">16</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">3</td><td>2 No</td></tr> </table>	16	1 Yes	3	2 No	(13) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">7</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">11</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	7	1 Yes	11	2 No	1	NR	
16	1 Yes												
3	2 No												
7	1 Yes												
11	2 No												
1	NR												
III. Threatening with a weapon	(7) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">15</td><td>2 No</td></tr> </table>	4	1 Yes	15	2 No	(14) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">2</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">16</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	2	1 Yes	16	2 No	1	NR	
4	1 Yes												
15	2 No												
2	1 Yes												
16	2 No												
1	NR												
IV. Threatening physical aggression	(8) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">17</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">2</td><td>2 No</td></tr> </table>	17	1 Yes	2	2 No	(15) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">9</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">9</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	9	1 Yes	9	2 No	1	NR	
17	1 Yes												
2	2 No												
9	1 Yes												
9	2 No												
1	NR												
V. Verbal abuse (name calling and "bad mouthing")	(9) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">17</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">2</td><td>2 No</td></tr> </table>	17	1 Yes	2	2 No	(16) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">12</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">6</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	12	1 Yes	6	2 No	1	NR	
17	1 Yes												
2	2 No												
12	1 Yes												
6	2 No												
1	NR												
VI. Extortion with no stated threat (although threat may be implied)*	(10) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">13</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">6</td><td>2 No</td></tr> </table>	13	1 Yes	6	2 No	(17) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">13</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	5	1 Yes	13	2 No	1	NR	
13	1 Yes												
6	2 No												
5	1 Yes												
13	2 No												
1	NR												
VII. Other types of student-student conflict	(11) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">13</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">6</td><td>2 No</td></tr> </table>	13	1 Yes	6	2 No	(18) <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: right;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: right; border-top: 1px solid black;">13</td><td>2 No</td></tr> <tr><td style="text-align: right;">1</td><td>NR</td></tr> </table>	5	1 Yes	13	2 No	1	NR	List these "other" types of student-student conflicts that were also racial conflicts:
13	1 Yes												
6	2 No												
5	1 Yes												
13	2 No												
1	NR												

*Extortion may be a part of conflicts I-IV involving injury or threat. The extortion cases you include in (10, 17) should be "simple" extortion without injury or stated threat (although an implied threat may be clear to the victim).



(19-36) Your Role in Resolving Student-Teacher Conflict

Listed below are some types of conflict that occur between students and teachers. For each conflict type, please answer Questions a-c.

Types of student-teacher conflict	Questions: In your school during <u>this</u> school year (1973-74) so far		
	a. Did a conflict of this type occur which <u>you</u> tried to resolve?	b. If answer to a was "Yes," was at least one such conflict caused in part by negative racial/ethnic attitudes?	c. If answer to b was "Yes," please explain <u>how</u> you could tell that the conflict was caused in part by negative racial/ethnic attitudes. (If answer to b was "No," then skip this question.)
I. Injury with a weapon	(19) $\begin{array}{r} 2 \text{ 1 Yes} \\ 16 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(28) $\begin{array}{r} 1 \text{ 1 Yes} \\ 17 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
II. Physical aggression	(20) $\begin{array}{r} 9 \text{ 1 Yes} \\ 9 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(29) $\begin{array}{r} 3 \text{ 1-Yes} \\ 15 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
III. Threatening with a weapon	(21) $\begin{array}{r} 3 \text{ 1 Yes} \\ 15 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(30) $\begin{array}{r} 1 \text{ 1 Yes} \\ 17 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
IV. Threatening physical aggression	(22) $\begin{array}{r} 9 \text{ 1 Yes} \\ 9 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(31) $\begin{array}{r} 1 \text{ 1 Yes} \\ 17 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
V. Verbal abuse (name calling and "bad mouthing")	(23) $\begin{array}{r} 15 \text{ 1 Yes} \\ 3 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(32) $\begin{array}{r} 9 \text{ 1 Yes} \\ 9 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
VI. Extortion with no stated threat (although threat may be implied)*	(24) $\begin{array}{r} 3 \text{ 1 Yes} \\ 15 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(33) $\begin{array}{r} 0 \text{ 1 Yes} \\ 18 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
VII. Disobeying a teacher's order	(25) $\begin{array}{r} 16 \text{ 1 Yes} \\ 2 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(34) $\begin{array}{r} 4 \text{ 1 Yes} \\ 14 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
Teacher unfairly treating a student	(26) $\begin{array}{r} 9 \text{ 1 Yes} \\ 9 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(35) $\begin{array}{r} 5 \text{ 1 Yes} \\ 13 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	
VIII. Other types of student-teacher conflict	(27) $\begin{array}{r} 9 \text{ 1 Yes} \\ 9 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	(36) $\begin{array}{r} 1 \text{ 1 Yes} \\ 17 \text{ 2 No} \\ 1 \text{ NR} \end{array}$	List these "other" types of student-teacher conflicts that were also racial conflicts:

*Extortion may be a part of conflicts I-IV involving injury or threat. The extortion cases you include in (24, 33) should be "simple" extortion without injury or stated threat (although an implied threat may be clear to the victim).

Listed below are some activities Desegregation Aides might perform. For each activity please indicate: (a) Do you perform the activity? (b) How do you perform the activity? (c) What % of your total time do you spend on this activity?

1 - 4

Activity	Do you perform the activity?	How do you perform the activity? (Include any "tips" you would give to other Aides seeking reduced conflict among students and teachers in ESAA schools.)	What % of your total time do you spend on this activity? (Round to nearest 5% if you wish)*
1. Talking with students about their difficulties in getting along with other students.	(37) <u>19</u> 1 Yes <u>0</u> 2 No		(47-48) M S.D. 1 5 % + 7
2. Talking with students about their difficulties in getting along with teachers.	(38) <u>19</u> 1 Yes <u>0</u> 2 No		(49-50) 1 1 % + 5
3. Talking with teachers about their difficulties in getting along with students.	(39) <u>17</u> 1 Yes <u>2</u> 2 No		(51-52) 0 9 % + 6
4. Talking with the assistant principal or principal in your school both about your work and about reducing conflict among students and teachers.	(40) <u>17</u> 1 Yes <u>2</u> 2 No		(53-54) 0 9 % + 4
5. Monitoring (watching, supervising) student behavior in the cafeteria and halls.	(41) <u>19</u> 1 Yes <u>0</u> 2 No		(55-56) 1 9 % + 1
6. Working with the ESAA Student Advisory Committee in your school.	(42) <u>19</u> 1 Yes <u>0</u> 2 No		(57-58) 0 8 % + 5
7. Riding with students to and from school on the bus.	(43) <u>15</u> 1 Yes <u>4</u> 2 No		(59-60) 0 7 % + 5
8. Talking or meeting with parents.	(44) <u>19</u> 1 Yes <u>0</u> 2 No		(61-62) 0 9 % + 4
9. Seeking out students who disobey school rules. (Such "seeking out" activities could include conducting discipline investigations, checking lockers for drugs, checking lavatories for smokers, catching "class-cutters," "ditchers," or "outside troublemakers," etc.)	(45) <u>18</u> 1 Yes <u>1</u> 2 No		(63-64) 0 8 % + 4
10. Do you perform any other activities as an ESAA Desegregation Aide?	(46) <u>15</u> 1 Yes <u>4</u> 2 No	List these "other" activities:	(65-66) 0 7 % + 5

*After your first answers on this section, you may need to revise the %'s, so Total is 100%.

Total

100%

(67) Are there duties you don't perform that you feel you should be performing as an ESAA Desegregation Aide? (Are there things you don't do that you should be doing?)

1 1 Yes

18 2 No

If you answered "Yes," please describe the activities:

(68) Do you now perform any duties as an ESAA Desegregation Aide that you feel you should not perform?

1 1 Yes

18 2 No

If you answered "Yes," please describe the activities:

(69) How would you describe your working relationship with the assistant principal or principal in your building who supervises your work? Check one:

13 6 Excellent

4 5 Very good

2 4 Good

0 3 Fair

0 2 Poor

0 1 Very poor

M=5.6

If you feel the relationship could be improved, describe how improvement might be made:

(70) Do you think the ESAA Desegregation Aide Program should be changed in any way next year in your school?

5 1 Yes

11 2 No

3 3 Uncertain

If you answered "Yes" or "Uncertain," please explain:

(71) Your sex:

8 1 Male 42%

11 2 Female 58%

(72) Your race or ethnic group. Check one:

32% 6 1 White American

58% 11 2 Black American

5% 1 3 Indian American

4 4 Spanish-surnamed American

5 5 Asian American

5% 1 6 Other. Please specify: Puerto Rican

(73-79) Blank

(80) 1=Card number

1		4	
---	--	---	--

Please describe your actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows your most effective conflict-resolving work.

a. Describe the conflict before you took action:

b. What did you then do?

c. How did the conflict end and what happened to the participants in the conflict?

APPENDIX B

Minneapolis Public Schools

Form for Building Supervisor of ESAA Desegregation Aides
for Evaluation of the Emergency School Aid Act Project

Your name: _____

Your school: _____

Today's date: ____ / ____ / ____
mo. day yr.

Instructions:

Please answer the questions on the following pages. Your answers will be used (a) to describe how the ESAA Project actually operates, (b) to estimate the Project's effectiveness in meeting objectives, and (c) to make recommendations for improving the Project.

Your answers are anonymous. The following code number will be used instead of your name to identify your answers:

1	5	
---	---	--

This code, known only to the evaluator, will be used to compare the answers of all ESAA people at the same school. Names of individuals will not appear in any reports, and your answers will not be identified to anyone connected with your employment.

I do need this cover page with your name (a) to determine who has and has not answered the questionnaire and (b) to conduct any needed follow-up.

Do you have any questions?

Now, please remove this cover page and pass it in.

Form for Building Supervisor of ESAA Desegregation Aides

Contact person:

Paul Higgins, Project Evaluator
Tel. 348-6140
Research and Evaluation
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

(1-4)

1	5
---	---

 N=19 S.D.=Standard deviation
M=Mean N R =No response

(5-25) The Desegregation Aide's Role in Resolving Student-Student Conflict

Listed below are some types of conflict that occur between students.
For each conflict type, please answer Questions a-d:

Types of student-student conflict	Questions: In your school during <u>this</u> school year (1973-74) so far--																								
	a. How often have conflicts of this type occurred, on the average? Check one: M	b. Did a conflict of this type occur which the Desegregation Aides tried to resolve?	c. If answer to b was "Yes," was at least one such conflict caused in part by negative racial/ethnic attitudes?	d. If answer to c was "Yes," please explain how you could tell that the conflict was caused in part by negative racial/ethnic attitudes. (If answer to b was "No," then skip this question.)																					
I. Injury with a weapon	(5) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">0</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">0.9</td></tr> <tr><td style="text-align: center;">1</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">2</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">3</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">4</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">5</td><td>0 Never this year so far</td></tr> </table>	0	5 Once a day or more	0.9	1	4 Once every 2-4 days	2	3 About once a week	3	2 Once every 2-4 weeks	4	1 Less than once a month	5	0 Never this year so far	(12) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">5</td><td>2 No</td></tr> </table>	4	1 Yes	5	2 No	(19) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">5</td><td>2 No</td></tr> </table>	4	1 Yes	5	2 No	
0	5 Once a day or more	0.9																							
1	4 Once every 2-4 days																								
2	3 About once a week																								
3	2 Once every 2-4 weeks																								
4	1 Less than once a month																								
5	0 Never this year so far																								
4	1 Yes																								
5	2 No																								
4	1 Yes																								
5	2 No																								
II. Physical aggression	(6) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">3</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">3.1</td></tr> <tr><td style="text-align: center;">4</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">5</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">1</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">2</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">0</td><td>0 Never this year so far</td></tr> </table>	3	5 Once a day or more	3.1	4	4 Once every 2-4 days	5	3 About once a week	1	2 Once every 2-4 weeks	2	1 Less than once a month	0	0 Never this year so far	(13) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">9</td><td>1 Yes.</td></tr> <tr><td style="text-align: center;">0</td><td>2 No</td></tr> </table>	9	1 Yes.	0	2 No	(20) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">4</td><td>2 No</td></tr> </table>	5	1 Yes	4	2 No	
3	5 Once a day or more	3.1																							
4	4 Once every 2-4 days																								
5	3 About once a week																								
1	2 Once every 2-4 weeks																								
2	1 Less than once a month																								
0	0 Never this year so far																								
9	1 Yes.																								
0	2 No																								
5	1 Yes																								
4	2 No																								
III. Threatening with a weapon	(7) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">1.4</td></tr> <tr><td style="text-align: center;">0</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">0</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">3</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">2</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">2</td><td>0 Never this year so far</td></tr> </table>	1	5 Once a day or more	1.4	0	4 Once every 2-4 days	0	3 About once a week	3	2 Once every 2-4 weeks	2	1 Less than once a month	2	0 Never this year so far	(14) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">5</td><td>2 No</td></tr> </table>	4	1 Yes	5	2 No	(21) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">3</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">6</td><td>2 No</td></tr> </table>	3	1 Yes	6	2 No	
1	5 Once a day or more	1.4																							
0	4 Once every 2-4 days																								
0	3 About once a week																								
3	2 Once every 2-4 weeks																								
2	1 Less than once a month																								
2	0 Never this year so far																								
4	1 Yes																								
5	2 No																								
3	1 Yes																								
6	2 No																								
IV. Threatening physical aggression	(8) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">2</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">3.6</td></tr> <tr><td style="text-align: center;">4</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">1</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">1</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">1</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">0</td><td>0 Never this year so far</td></tr> </table>	2	5 Once a day or more	3.6	4	4 Once every 2-4 days	1	3 About once a week	1	2 Once every 2-4 weeks	1	1 Less than once a month	0	0 Never this year so far	(15) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">8</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">1</td><td>2 No</td></tr> </table>	8	1 Yes	1	2 No	(22) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">4</td><td>2 No</td></tr> </table>	5	1 Yes	4	2 No	
2	5 Once a day or more	3.6																							
4	4 Once every 2-4 days																								
1	3 About once a week																								
1	2 Once every 2-4 weeks																								
1	1 Less than once a month																								
0	0 Never this year so far																								
8	1 Yes																								
1	2 No																								
5	1 Yes																								
4	2 No																								
V. Verbal abuse (name calling and "bad mouthing")	(9) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">5</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">4.1</td></tr> <tr><td style="text-align: center;">1</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">3</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">1</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">0</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">0</td><td>0 Never this year so far</td></tr> </table>	5	5 Once a day or more	4.1	1	4 Once every 2-4 days	3	3 About once a week	1	2 Once every 2-4 weeks	0	1 Less than once a month	0	0 Never this year so far	(16) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">9</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">0</td><td>2 No</td></tr> </table>	9	1 Yes	0	2 No	(23) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">4</td><td>2 No</td></tr> </table>	5	1 Yes	4	2 No	
5	5 Once a day or more	4.1																							
1	4 Once every 2-4 days																								
3	3 About once a week																								
1	2 Once every 2-4 weeks																								
0	1 Less than once a month																								
0	0 Never this year so far																								
9	1 Yes																								
0	2 No																								
5	1 Yes																								
4	2 No																								
VI. Extortion with no stated threat (although threat may be implied)*	(10) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">2.1</td></tr> <tr><td style="text-align: center;">1</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">2</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">1</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">2</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">2</td><td>0 Never this year so far</td></tr> </table>	1	5 Once a day or more	2.1	1	4 Once every 2-4 days	2	3 About once a week	1	2 Once every 2-4 weeks	2	1 Less than once a month	2	0 Never this year so far	(17) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">5</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">4</td><td>2 No</td></tr> </table>	5	1 Yes	4	2 No	(24) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">5</td><td>2 No</td></tr> </table>	4	1 Yes	5	2 No	
1	5 Once a day or more	2.1																							
1	4 Once every 2-4 days																								
2	3 About once a week																								
1	2 Once every 2-4 weeks																								
2	1 Less than once a month																								
2	0 Never this year so far																								
5	1 Yes																								
4	2 No																								
4	1 Yes																								
5	2 No																								
VII. Other types of student-student conflict	(11) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">2</td><td>5 Once a day or more</td><td rowspan="6" style="vertical-align: middle; text-align: center;">1.9</td></tr> <tr><td style="text-align: center;">1</td><td>4 Once every 2-4 days</td></tr> <tr><td style="text-align: center;">1</td><td>3 About once a week</td></tr> <tr><td style="text-align: center;">0</td><td>2 Once every 2-4 weeks</td></tr> <tr><td style="text-align: center;">0</td><td>1 Less than once a month</td></tr> <tr><td style="text-align: center;">5</td><td>0 Never this year so far</td></tr> </table>	2	5 Once a day or more	1.9	1	4 Once every 2-4 days	1	3 About once a week	0	2 Once every 2-4 weeks	0	1 Less than once a month	5	0 Never this year so far	(18) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">4</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">5</td><td>2 No</td></tr> </table>	4	1 Yes	5	2 No	(25) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>1 Yes</td></tr> <tr><td style="text-align: center;">8</td><td>2 No</td></tr> </table>	1	1 Yes	8	2 No	List these "other" types of student-student conflict:
2	5 Once a day or more	1.9																							
1	4 Once every 2-4 days																								
1	3 About once a week																								
0	2 Once every 2-4 weeks																								
0	1 Less than once a month																								
5	0 Never this year so far																								
4	1 Yes																								
5	2 No																								
1	1 Yes																								
8	2 No																								

*Extortion may be a part of conflicts I-IV involving injury or threat. The extortion cases you include in VI should be "simple" extortion without injury or stated threat (although an implied threat may be clear to the victim).



(26-52) The Desegregation Aide's Role in Resolving Student-Teacher Conflict

Listed below are some types of conflict that occur between students and teachers. For each conflict type, please answer Questions a-d:

Types of student-teacher conflict	Questions: In your school during this school year (1973-74) so far--			
	a. How often have conflicts of this type occurred, on the average? Check one: M	b. Did a conflict of this type occur which the Desegregation Aide tried to resolve?	c. If answer to b was "Yes," was at least one such conflict caused in part by negative racial/ethnic attitudes?	d. If answer to c was "Yes," please explain how you could tell that the conflict was caused in part by negative racial/ethnic attitudes. (If answer to b was "No," then skip this question.)
I. Injury with a weapon	(26) 0 5 Once a day or more 0 4 Once every 2-4 days 0 3 About once a week 2 2 Once every 2-4 weeks 2 1 Less than once a month 7 0 Never this year so far 0.2	(35) 2 1 Yes 7 2 No	(44) 2 1 Yes 7 2 No	
II. Physical aggression	(27) 0 5 Once a day or more 0 4 Once every 2-4 days 1 3 About once a week 0 2 Once every 2-4 weeks 5 1 Less than once a month 3 0 Never this year so far 0.9	(36) 4 1 Yes 5 2 No	(45) 1 1 Yes 8 2 No	
III. Threatening with a weapon	(28) 0 5 Once a day or more 0 4 Once every 2-4 days 1 3 About once a week 0 2 Once every 2-4 weeks 5 1 Less than once a month 3 0 Never this year so far 0.3	(37) 2 1 Yes 7 2 No	(46) 1 1 Yes 8 2 No	
IV. Threatening physical aggression	(29) 0 5 Once a day or more 1 4 Once every 2-4 days 0 3 About once a week 0 2 Once every 2-4 weeks 4 1 Less than once a month 4 0 Never this year so far 0.9	(38) 3 1 Yes 6 2 No	(47) 1 1 Yes 8 2 No	
V. Verbal abuse (name calling and "bad mouthing")	(30) 2 5 Once a day or more 2 4 Once every 2-4 days 1 3 About once a week 4 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far 3.2	(39) 6 1 Yes 3 2 No	(48) 4 1 Yes 5 2 No	
VI. Extortion with no stated threat (although threat may be implied)	(31) 0 5 Once a day or more 0 4 Once every 2-4 days 0 3 About once a week 0 2 Once every 2-4 weeks 1 1 Less than once a month 8 0 Never this year so far 0.1	(40) 0 1 Yes 9 2 No	(49) 0 1 Yes 9 2 No	
VII. Disobeying a teacher's order	(32) 6 5 Once a day or more 2 4 Once every 2-4 days 1 3 About once a week 0 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far 4.6	(41) 8 1 Yes 1 2 No	(50) 6 1 Yes 3 2 No	
VIII. Teacher unfairly treating a student	(33) 0 5 Once a day or more 1 4 Once every 2-4 days 2 3 About once a week 2 2 Once every 2-4 weeks 3 1 Less than once a month 1 0 Never this year so far 1.9	(42) 6 1 Yes 3 2 No	(51) 4 1 Yes 5 2 No	
IX. Other types of student-teacher conflict	(34) 0 5 Once a day or more 0 4 Once every 2-4 days 0 3 About once a week 2 2 Once every 2-4 weeks 0 1 Less than once a month 7 0 Never this year so far 0.4	(43) 2 1 Yes 7 2 No	(52) 1 1 Yes 8 2 No	List these "other" types of student-teacher conflicts that were also racial conflicts:

*Extortion may be a part of conflicts I-IV involving injury or threat. The extortion cases you include in VI should be "simple" extortion without injury or stated threat (although an implied threat may be clear to the victim).

(53) Please look at the types of student-student conflict listed on Page 1 of this questionnaire. Now rate the total contribution of your Desegregation Aide(s) to the reduction or prevention of such conflicts in your school in 1973-74. Please check one:

- 1 7 Extremely great contribution
2 6 Very great contribution
5 5 Great contribution
1 4 Moderate contribution
0 3 Slight contribution
0 2 Very slight contribution
0 1 No contribution at all

M=5.3

Comments, if any:

(55) Please look at the types of student-teacher conflict listed on Page 2 of this questionnaire. Now rate the total contribution of your Desegregation Aide(s) to the reduction or prevention of such conflicts in your school in 1973-74. Please check one:

- 1 7 Extremely great contribution
0 6 Very great contribution
6 5 Great contribution
2 4 Moderate contribution
0 3 Slight contribution
0 2 Very slight contribution
0 1 No contribution at all

M=5.0

Comments, if any:

(54) Compare the frequency of student-student conflict in your school this year (1973-74) with the frequency of such conflict last year (1972-73). Please rate whether student-student conflict is-- (Check one)

- 1 7 Much more frequent this year than last year.
0 6 Somewhat more frequent this year...
1 5 Slightly more frequent this year...
3 4 No different in frequency this year and last year...
0 3 Slightly less frequent this year...
3 2 Somewhat less frequent this year...
1 1 Much less frequent this year...

M=3.4

(56) Compare the frequency of student-teacher conflict in your school this year (1973-74) with the frequency of such conflict last year (1972-73). Please rate whether student-teacher conflict is-- (Check one)

- 1 7 Much more frequent this year than last year.
0 6 Somewhat more frequent this year...
2 5 Slightly more frequent this year...
2 4 No different in frequency this year and last year...
0 3 Slightly less frequent this year...
2 2 Somewhat less frequent this year...
2 1 Much less frequent this year...

M=3.4

3/29

turn page over

(57) Do you have any "hard" statistics comparing student-student and/or student-teacher conflicts this year with such conflicts last year? (For example, do you have the number of suspensions for the two years? Or, do you have other summaries of discipline problems?)

1 1 Yes

8 2 No

If you answered "Yes," please provide these statistics in as much detail as possible in the space below or attach a separate sheet:

Describe any such major racial/ethnic disturbances

- (a) If you answered "Yes" to Question (58), then please describe each major disturbance from beginning to end. Be sure to describe any actions by the Desegregation Aide(s). Please do not use any names.
 (b) If you also answered "Yes" to Question (59), then also describe which school functions were cancelled and for how long. Write in the space below:

(58) Have any major racial/ethnic disturbances (involving more than a few students and caused largely by racial/ethnic conflict) occurred in your school so far in 1973-74?

3 1 Yes

6 2 No

(59) If you answered "Yes" to Question (58), did the disturbance(s) cause any closing of school, cancellation of classes, or cancellation of school activities?

1 1 Yes

8 2 No

33

30

(60) Are there duties the ESAA Desegregation Aides don't perform that you feel they should be performing? Are there things they don't do that they should be doing?

1 1 Yes
8 2 No

If you answered "Yes," please describe the activities:

(63) Do you think the ESAA Desegregation Aide Program should be changed in any way next year in your school?

1 1 Yes
7 2 No
1 3 Uncertain

If you answered "Yes" or "Uncertain," please explain:

(61) Do the ESAA Desegregation Aides now perform any duties you feel they should not perform?

0 1 Yes
9 2 No

If you answered "Yes," please describe the activities:

(62) How would you describe your working relationship with the ESAA Desegregation Aide(s) in your building whom you supervise? Check one:

6 6 Excellent
3 5 Very good
0 4 Good
0 3 Fair
0 2 Poor
0 1 Very poor

M=5.7

If you feel the relationship(s) could be improved, describe how improvement might be made:

(64-79) Blank

(80) 1-Card number

turn page over

Please describe a Desegregation Aide's actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows the Aide's most effective conflict-resolving work.

a. Describe the conflict before the Aide took action:

b. What did the Aide then do?

c. How did the conflict end and what happened to the participants in the conflict?

35

32

Minneapolis Public Schools

Educational Services Division
Planning, Development and Federal Programs

Harry N. Vakos, PhD., Assistant Superintendent
Educational Services

Planning and Development

Lawrence P. Moon, PhD., Director of
Planning, Development and Federal
Programs

Mary C. Kasbohm, Assistant Director of
Planning, Development and Federal
Programs

Wallace J. Spolar, Fiscal Manager

Emma N. Hydson, Coordinator, Title I ESEA

Ruby M. Riney, Coordinator, Title I ESEA

Marge Hols, Dissemination Specialist

Rebecca S. Howard, Dissemination Specialist

Research and Evaluation

Richard W. Faunce, PhD., Director of
Research and Evaluation

Lary R. Johnson, Research Associate

Robert L. Bergeth, PhD., Title I Evaluator

Sara H. Clark, Title I Evaluator

Bonna Nesset, Administrative Assistant

Thomas McCormick, Title I Research Assistant