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An in-Depth Assessment of the Educational Involvement of Selected Hispanic Parents and Community Leaders in the Development and Implementation of a Desegregation Plan for the Chicago Public Schools

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376

AN IN-DEPTH ASSESSMENT OF THE EDUCATIONAL
INVOLVEMENT OF SELECTED HISPANIC PARENTS
AND COMMUNITY LEADERS IN THE DEVELOPMENT
AND IMPLEMENTATION OF A DESEGREGATION
PLAN FOR THE CHICAGO PUBLIC SCHOOLS

by

Belkis M. Santos

A Dissertation Submitted to the Faculty of the Graduate
School of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

August

1985

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VITA

The author, Belkis M. Santos, was born in Santiago, Veraguas, Republic of Panama. Her family moved to Chicago, Illinois during her elementary school years.

She was graduated from the Robert Morris Elementary School and Lake View High School, both Chicago Public Schools. She attended the University of Illinois in Chicago for two years. In 1966, she received a Bachelor of Science Degree from Loyola University, Chicago, with a major in Spanish and a minor in Social Studies. She received a Master of Arts in 1975 from Northeastern University in Inner City Studies.

In 1966, she began her career in the Chicago Public Schools. She has taught at both the elementary and high school levels. In 1974, she was assigned to the central office in the Department of Government Funded Programs as a teacher-evaluator in Research and Evaluation. In 1976, she became a coordinator in the same department where she was responsible for monitoring programs, proposal development, and working with outside consultants. In 1982, she was assigned to the Office of International Multicultural Education where she was responsible for assisting the Associate Superintendent in managing the staff, program

development, and in coordinating special projects. In 1984, she was assigned to the principalship of the Kanoon Magnet School, which is her current position.

She has also taught at the college level, served as a consultant, and has written educational articles for various publications. She is a member and has held offices in numerous professional and civic organizations.

She has a daughter, Emily B. Santos.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
VITA	iv
LIST OF TABLES	ix
LIST OF FIGURES	xi
CONTENTS OF APPENDICES	xxi

Chapter

I. INTRODUCTION	01
The Problem.	04
Importance and Need for the Study.	04
Purpose and Hypotheses	07
Procedures and Methodology	11
Limitations of the Study	19
Definition of Terms.	23
Summary	27

II. REVIEW OF THE RELATED LITERATURE	31
Key Litigation Relative to Desegregation and Hispanic Students	32
Desegregation Litigation	32
Bilingual Education Litigation	38
A Selected Literature Review of the More Significant Aspects of the Historical Background Concerning Chicago Public Schools and Its Desegregation Plan.	43
Summary of the Review of the Literature as Related to the Four Research Hypotheses	57
Hypothesis 1	58
Hypothesis 2	63
Hypothesis 3	72
Hypothesis 4	78
A Selected Literature Review of Pertinent Models for Community Involvement in Order to Effect Educational Change.	91
Summary.	106
III. PROCEDURES	109
The Sample	110
The Measuring Instruments.	115
The Leader Questionnaire and The Parent Questionnaire	116
The Leader Interview	121
Data Collection Techniques	124
Statistical Procedures	127
Hypothesis 1	128
Hypothesis 2	128
Hypothesis 3	130
Hypothesis 4	131
Model for Community Involvement.	131
Summary.	132
IV. RESULTS AND DISCUSSIONS	136
Hypothesis 1	138
Hypothesis 2	143
Hypothesis 3	148
Hypothesis 4	154

Model for Community Involvement.	158
Summary.	169

V. SUMMARY, CONCLUSION, IMPLICATIONS
AND RECOMMENDATIONS 174

Summary	174
Hypothesis 1	180
Hypothesis 2	180
Hypothesis 3	181
Hypothesis 4	182
Conclusions.	183
Hypotheses Findings.	183
Need for Community Involvement	188
Model for Community Involvement.	189
Implications	193
Recommendations for Further Research	200

REFERENCES. 204

APPENDIX A. 213

APPENDIX B. 232

APPENDIX C. 250

APPENDIX D. 259

LIST OF TABLES

Table	Page
1. Means and Standard Deviations for Measured Involvement in Plan for Sample Subgroups.140
2. Results of Analysis of Variance for Involvement of Sample Subgroups.140
3. Results of Scheffe's Test of Contrasts for Involvement of Sample Subgroups.	141
4. Means and Standard Deviations for Assessment of Educational Programs of Sample Subgroups.	144
5. Results of Analysis of Variance for Assessment of Educational Program of Sample Subgroups.145
6. Results of Scheffe's Test of Contrasts for Assessment of Educational Programs of Sample Subgroups146
7. Means and Standard Deviations for Choices for Involvement of Children of Sample Subgroups.	150
8. Results of Analysis of Variance for Choices for Involvement of Children of Sample Subgroups.151

9.	Results of Scheffe's Test of Contrasts for Choices for Involvement of Children of Sample Subgroups	152
10.	Means and Standard Deviations for the Measured Assessment of the Role of Bilingual Education in a Desegregation Plan of Sample Subgroups.	156
11.	Results of Analysis of Variance for Measured Assessment of the Role of Bilingual Education in a Desegregation Plan of Sample Subgroups.	156

LIST OF FIGURES

Figure	Page
1. Major Concentrations of Spanish Origin	
Population in 198014

CONTENTS OF APPENDICES

	Page
APPENDIX A Leader Measures.	213
I. Leader Questionnaire (English).	214
II. Leader Questionnaire (Spanish).	223
APPENDIX B Parent Measures.	232
I. Parent Questionnaire (English).	233
II. Parent Questionnaire (Spanish).	242
APPENDIX C Leader Interview	250
I. Leader Interview (English).	251
II. Leader Interview (Spanish).	255
APPENDIX D Frequency Distribution.	259
I. Frequency Distribution by Group for each Hypothesis.	260

CHAPTER I

INTRODUCTION

Since the Brown vs. Board of Education of Topeka,¹ decision in 1954, desegregation issues have addressed problems and concerns associated with black and white students. This issue has been well documented by the courts as well as by a plethora of research studies. School desegregation has, over the past three decades, been a major strategy for providing black children with an equal educational opportunity.

The issue of equal educational opportunity for the Hispanic community has traditionally been defined in terms of their linguistic needs as first and foremost as evidenced by the implementation of bilingual education programs nationwide during the last two decades. Although the issue of racial isolation of Hispanic students has been well documented in the desegregation litigation, as will be seen in the Review of the Literature, the Hispanic community has sometimes seen desegregation efforts as not being a process that safeguards their needs. Thus, the issue of desegregation and bilingual education needs to be analyzed in terms of their relationship to one another.

The emergence of a Hispanic population that is increasing rapidly

¹ Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).

and is growing in political power has forced many school districts within the past two decades to look at the issue of desegregation in terms of black, white, and Hispanic students. The Review of the Literature shows, however, that there is a scarcity of data on how desegregation plans are being affected by a tri-ethnic plan, i.e., a plan dealing with black, white, and Hispanic students. There is even less data on the involvement of the Hispanic community in the area of desegregation. It should be remembered that the Hispanic community has not been involved in the desegregation process from the onset. Since plans have traditionally focused on the black-white issue, the rightful involvement of the Hispanic community has been an issue of contention with individual school systems and other community groups and has been documented by the courts.

The educational problems of Hispanic students and other language minority groups which are commonly referred to as national origin minority (NOM) populations have been more adequately addressed by such key litigations as Cisneros,² Lau,³ and Keyes⁴ which have resulted in landmark cases in the last decade for Hispanic and other NOM students. These landmark cases are discussed in the Review of the Literature.

In order to understand the equity issue as it pertains to national origin minority populations and, more specifically, to the Hispanic populations, the reader must remember that these populations have linguis-

² Cisneros v. Corpus Christi Indiana School District, 324 F. Supp. 599 (SD Texas 1970).

³ Lau v. Nichols, 438 f. 2d 791 (9th Circ. 1973).

⁴ Keyes v. School District No. 1, 413 U.S. 189 (1973).

tic and cultural differences which are characteristic of those particular groups. By virtue of their linguistic need alone, i.e., the large number of students that are limited English proficient (LEP), the educational issue must be defined differently. Consequently, the issue of equity for Hispanic students is one of racial isolation for the general Hispanic student population and of both racial isolation and linguistic needs for the limited English proficient student population. Added to these dimensions is the fact that the Hispanic population is composed of numerous subethnic groups such as Mexican, Puerto Rican, and other Hispanic groups. The historical experiences and the relationship of each minority group to the white majority population has been reported as different in scope and nature.⁵ That Hispanics and other language minority groups are "suspect" groups, i.e., groups that have been discriminated in terms of civil rights, has been an issue of debate. It was not until Cisneros⁶ in 1970, however, that the courts formally recognized Chicanos or Mexican students as an "identifiable ethnic minority group." Consequently, in the 16 years that evolved since Brown, Hispanic groups, although visible in their quest for equity, did not play an extensive part in the development of desegregation plans; therefore, the particular needs and concerns of Hispanics as a group were not adequately addressed.

⁵ For further discussion on this issue, see Josue M. Gonzalez, Hispanics, Bilingual Education and Segregation: A Review of Major Issues and Policy Directions. (Washington, D.C.: U.S. Commission on Civil Rights, January 1982) 2:3.

⁶ Cisneros, 1970

The Problem

The present research focuses on an analysis of the involvement of select Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders with the Chicago Public Schools during the development and implementation of the desegregation plan. What are their measured involvement in the plan? What are their measured assessments of the educational programs implemented as a result of the plan? What are their choices for involvement of their children in the educational plan? What are their measured assessments of the role of bilingual education in the desegregation plan? Finally, what model can be implemented to more effectively involve groups of parents and community groups with the Chicago Public Schools?

There is very little information that community groups and program developers can use in the area of desegregation and the Hispanic Community. There are virtually no studies that focus on Hispanics as discrete sub-ethnic groups. This study provides some insights into these areas.

Importance and Need for the Study

One of the most unique aspects of this study is the target subject groups which it will investigate, i.e., Hispanic parents and Hispanic leaders. Further, it concentrates on Hispanic parents as subgroups, i.e., Mexican parents, Puerto Rican parents, and Other Hispanic parents.

A review of the literature shows that there is very little empirical research that specifies how school desegregation affects the national origin minority (NOM) population and/or the Hispanic population. There is even less evidence on how the presence of a sizeable

Hispanic population will affect the character of a desegregation plan that has traditionally focused on the needs of black students. There are virtually no studies which look at Hispanic parents as discrete subgroups, i.e., Mexican, Puerto Rican, and Other Hispanic parents. Individual case studies such as those of Baez, Fernandez, and Guskin⁷ have concentrated on describing the political process of a desegregation plan and the role that the Hispanic community played during the development and implementation of a desegregation plan.

As late as 1982, Gonzalez, in a report prepared for the U.S. Commission on Civil Rights, identified the following as a key issue-- "...the Hispanic community is poorly informed about the need for desegregation and the benefits that accrue from it for their children."⁸ According to Gonzalez, the literature in this area suggests that given adequate information, the Hispanic community members are more likely to support desegregation activity. He further recommends that a large-scale poll be conducted to identify the feelings and concerns of Hispanic parents toward education. Gonzalez, found when he interviewed Hispanic parents for the U.S. Commission on Civil Rights, a "positive and cooperative attitude towards the policy and the national culture."⁹ He suggests, however, a more systematic analysis of the concerns of the community.

⁷ Luis A. Baez, Ricardo Fernandez, and Judith Guskin, Safeguarding the Rights of Hispanic Children During Desegregation in Milwaukee Public Schools: A Community Perspective (University of Wisconsin, Milwaukee: Midwest National Origin Desegregation Assistance Center 1979).

⁸ Gonzalez, Hispanics, Bilingual Education and Segregation : A Review of Major Issues and Policy Directions, 5:97.

⁹ Ibid., p.12.

In examining the area of community participation in general, Davis in Communities and Their Schools¹⁰ addresses the importance of parents' and citizens' participation at the school site level. According to Davis, community members need to understand their limits of participation, to identify decision-makers, and to create alliances and networks that allow for access of information and influences. Davis points out that the current forms of participation of citizens must lead to some results and suggests a third-party problem-solving model.

The literature of community involvement and planned educational change indicates that there are workable models that can be used by school administrators as well as by community leaders, in order to more effectively involve groups of people with vested interests. The Rand Corporation,¹¹ under the sponsorship of the U.S. Office of Education, examined educational innovations in more than 200 school districts in the United States in their research dealing with planned educational change. In examining implementation patterns, the researchers found that implementation strategies that were found to be most effective had to do with "mutual adaptation," i.e., people developed "ownership" in the change process through involvement in the planning and implementation of the project.

The Hispanic community, as stated in the Introduction and as will be shown by the Review of the Literature, has not been as involved in

¹⁰ Don Davis, ed., Communities and their Schools (New York: McGraw Hill, 1981).

¹¹ U.S. Office of Education, Department of Health Education and Welfare, Federal Programs Supporting Educational Change by Paul Berman and Milbrey Wallin McLaughlin, Volume 8 (Santa Monica: Rand Corp., 1975), p. 10.

the area of desegregation as has been the black community. Further, any involvement in the desegregation process has mainly resulted from the Hispanic community's concern with keeping bilingual education programs intact. Therefore, there seems to be a need for the development or the implementation of a model that would address the involvement of Hispanic parents and community leaders in the area of desegregation.

The Review of the Literature will present some models which can be utilized to effectively involve schools and community in a cooperative process to bring about educational change. The models will focus on Havelock and Havelock's¹² "linkage" model. The linkage model of the literature emphasizes the establishment of a communication network between the agency and the users of service. Aspects of three change models (problem solving, social interaction, and research-development-diffusion) are incorporated in Havelock and Havelock's¹³ conceptualization of linkage.

Purpose and Hypotheses

The purpose of this study is to investigate and document the educational involvement of selected Mexican parents, Puerto Rican parents, and Other Hispanic parents and community leaders in the development and implementation of a desegregation plan for the Chicago Public Schools. A second purpose to this study is to examine a third-party model or a

¹² Ronald G. Havelock and Mary C. Havelock, Training for Change Agents: A Guide to the Design of Training Progr Programs in Education and Other Fields (Ann Arbor, Mich: The Center for Research on Utilization of Scientific Knowledge, 1983), p. 23.

¹³ Ibid.

linkage model in which communities can be involved more effectively in this process. The study provides a historical background pertaining to the subject of this investigation and provides a descriptive analysis of the major hypotheses.

To fulfill the major purpose of the present investigation, four major hypotheses were formulated. Hypothesis 1 deals with the involvement of Hispanic parents and leaders in the development and implementation of the desegregation plan for the Chicago Public Schools. The purpose is to investigate "What is the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools for Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic Leaders?"

Research hypothesis number 1 is:

There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools for Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

The statistical hypotheses are:

$$H_1 : \mu \text{ Mexican parents} = \mu \text{ Puerto Rican parents} = \mu \text{ Other Hispanic parents} = \mu \text{ Hispanic Leaders}$$

H_0 : Not H_1

Hypothesis 2 deals with the assessment of Hispanic parents and leaders of the educational programs in the Chicago Public Schools during implementation of the desegregation plan. The purpose is to investigate "What is the measured assessment of the educational programs in the Chi-

Chicago Public Schools during implementation of the desegregation plan of Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders?"

Research hypothesis number 2 is:

There will be no significant difference in the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

The statistical hypotheses are:

$$H1 = \mu \text{ Mexican parents} = \mu \text{ Puerto Rican parents} = \mu \text{ Other Hispanic parents} = \mu \text{ Hispanic Leaders}$$

$$H0 = \text{Not } H1$$

Hypothesis 3 deals with the choices of Hispanic parents and leaders for Hispanic children in the educational process during implementation of the desegregation plan. The purpose is to investigate "What are the choices of Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders in the educational process during implementation of the desegregation plan?"

Research hypothesis number 3 is:

There will be no significant difference among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the educational process during implementation of the desegregation plan in the Chicago Public Schools. The statistical hypotheses are:

H1: μ Mexican parents = μ Puerto Rican parents = μ Other Hispanic parents = μ Hispanic Leaders

H0: Not H1

Hypothesis 4 deals with the assessment of Hispanic parents and leaders of the role of bilingual education in a desegregation plan. The purpose is to investigate "What is the assessment of Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders of the role of bilingual education in the Chicago Public Schools desegregation plan?"

Research hypothesis number 4 is:

There will be no significant difference in the measured assessment of the role of bilingual education in a desegregation plan among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

The statistical hypotheses are:

H1: μ Mexican parents = μ Puerto Rican parents = μ Other Hispanic parents = μ Hispanic Leaders

H0: Not H1

The hypotheses will be examined by using appropriate analysis of variance techniques. The following section will discuss the procedures and methodologies utilized to test these hypotheses.

Procedures and Methodology

Because this study was concerned with the involvement of selected Hispanic leaders and parents in the development and implementation of a desegregation plan, Board records, media releases, and reports that document the Hispanic involvement during the development and implementation of the Chicago Public Schools desegregation plan were examined. In addition, in-depth interviews were conducted with 13 key Hispanic leaders who have witnessed or have been involved with the development and/or implementation of the Student Desegregation Plan for the Chicago Public Schools.¹⁴ The Plan is defined in the section entitled "Definition of Terms" and is discussed further in the Review of the Literature.

Those Hispanic leaders who were interviewed extensively included those who have been active in the desegregation process and are one or more of the following:

- 1) An organizational leader responsible to the general Hispanic or larger community.
- 2) A neighborhood, grass-roots leader with ties to a local neighborhood organization.
- 3) A present or past board member, administrator, or other official associated with the Chicago Public Schools.

¹⁴ Board of Education, City of Chicago, Robert L. Green, Consultant, Student Desegregation Plan for the Chicago Public Schools: Part I Educational Components (Chicago: Board of Education, City of Chicago, 1981).

Approximately 30 Hispanic leaders were identified. They included parents or grass-roots community and institutional leaders who have been involved with the desegregation process in the Chicago Public Schools and past or present board members. Leaders were clearly identified as having a visible following. Leaders selected were those who were outstanding as spokespersons not only for a particular community but also for the community-at-large. From the list of 30 Hispanic leaders involved in educational matters, a total of 15 was selected to be interviewed, based upon recommendations made by a cross section of Hispanic persons involved in community matters. An attempt was made to balance representation of leaders from the three major leader group sampled as well as the three major subethnic groups, i.e., Mexican, Puerto Rican, and Other Hispanics.

These leaders were asked to complete a survey form. In addition, they were interviewed by the investigator in a process that took from 45 minutes to more than an hour, with the average interview lasting 45 minutes. The interviews, which were taped, focused on:

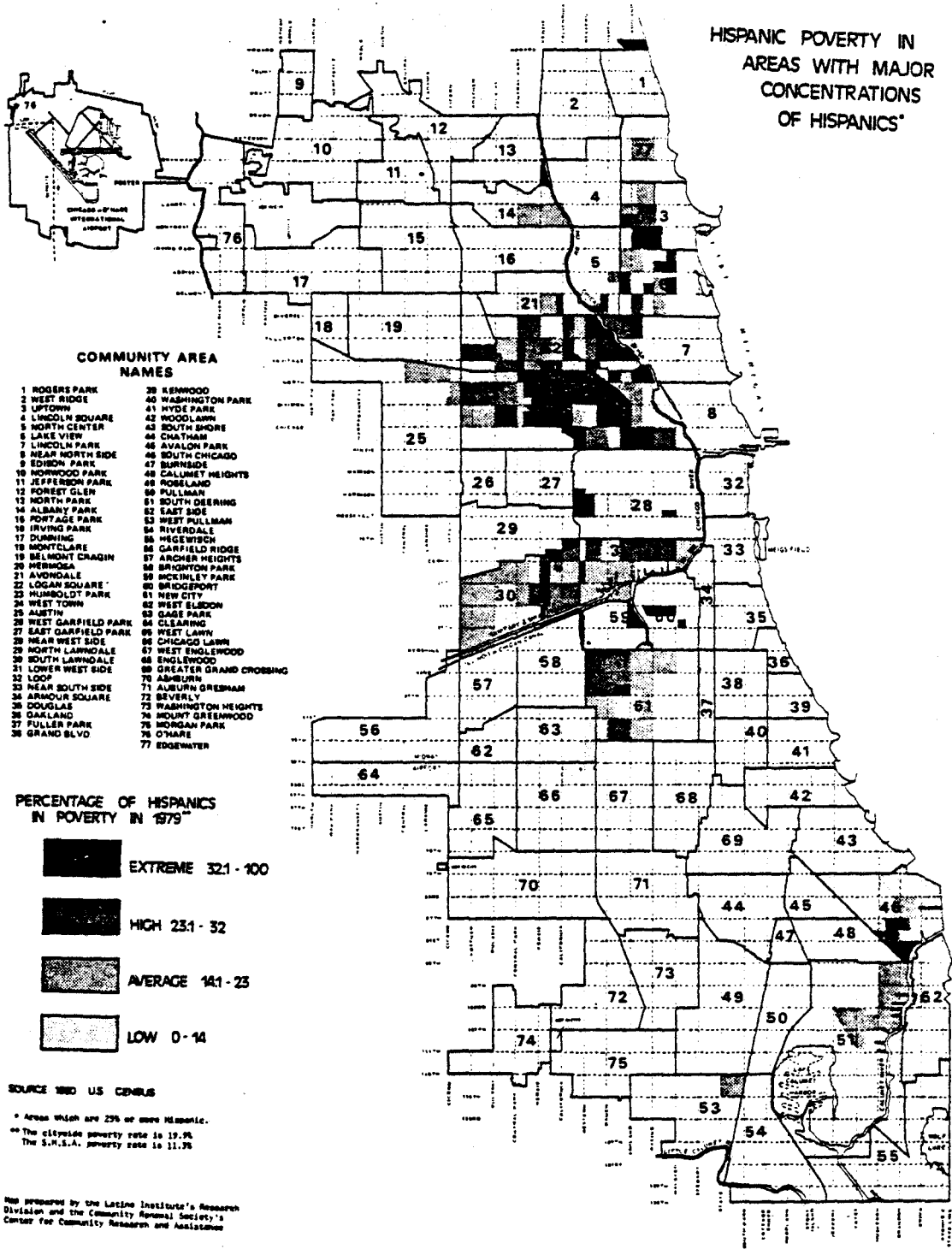
- 1) their involvement in the development or implementation of the desegregation plan for the Chicago Public Schools;
- 2) their assessment of the educational programs in the desegregation plan;
- 3) their choices for Hispanic children in the educational process during implementation of the desegregation plan; and

- 4) their assessment of the role of bilingual education in a desegregation plan.

The parent sample was drawn from selected numbers of local public schools with a high percentage of the three major Hispanic subgroups in Chicago, i.e., Mexican, Puerto Rican, and Other Hispanics. The majority of parents sampled were living in predominantly Hispanic areas of Chicago such as the Pilsen-Little Village (Lawndale), South Chicago, West Town, Ravenswood, or Lake View areas. Pockets of Hispanic subgroups are located in these areas, as seen in map 1 on page 14. Schools were randomly selected according to student ethnic background as well as to designated "type," i.e., magnet school, isolated school, permissive transfer school, and other Option Program schools. These types, which are unique to the Chicago Public Schools, are further defined in the section entitled "Definition of Terms."

Approximately 400 parents were asked to complete a questionnaire in the language of their choice (Spanish or English) at local school meetings. A projected return of 100 Mexican parents, 100 Puerto Rican parents, and 50 Other Hispanic group parents was anticipated. The groups surveyed were not of equal size since the "Other Hispanic" population is not as large as the Mexican and Puerto Rican populations. A total of 13 Hispanic leaders was interviewed with an interview format questionnaire and was asked to complete the Leader Questionnaire.

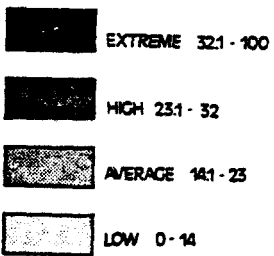
HISPANIC POVERTY IN AREAS WITH MAJOR CONCENTRATIONS OF HISPANICS*



COMMUNITY AREA NAMES

- 1 ROGERS PARK
- 2 WEST RIDGE
- 3 UPTOWN
- 4 LINCOLN SQUARE
- 5 NORTH CENTER
- 6 LAKE VIEW
- 7 LINCOLN PARK
- 8 NEAR NORTH SIDE
- 9 EDISON PARK
- 10 NORWOOD PARK
- 11 JEFFERSON PARK
- 12 FOREST GLEN
- 13 NORTH PARK
- 14 ALBANY PARK
- 15 PORTAGE PARK
- 16 IRVING PARK
- 17 DUNNING
- 18 MONTCLARE
- 19 BELMONT CRAIGIN
- 20 WERDOSA
- 21 AVONDALE
- 22 LOGAN SQUARE
- 23 HUMBOLDT PARK
- 24 WEST TOWN
- 25 ALSTIN
- 26 WEST GARFIELD PARK
- 27 EAST GARFIELD PARK
- 28 NEAR WEST SIDE
- 29 NORTH LAWNDALE
- 30 SOUTH LAWNDALE
- 31 LOWER WEST SIDE
- 32 LOOP
- 33 NEAR SOUTH SIDE
- 34 ARMOUR SQUARE
- 35 DOUGLAS
- 36 OAKLAND
- 37 FULLER PARK
- 38 GRAND BLVD
- 39 ELMWOOD
- 40 WASHINGTON PARK
- 41 HYDE PARK
- 42 WOODLAWN
- 43 SOUTH MOORE
- 44 CHATHAM
- 45 AVALON PARK
- 46 SOUTH CHICAGO
- 47 BURNSIDE
- 48 CALLINNEY HEIGHTS
- 49 ROSELAND
- 50 PULLMAN
- 51 SOUTH DEERING
- 52 EAST SIDE
- 53 WEST PULLMAN
- 54 RIVERDALE
- 55 WHEATFIELD
- 56 GARFIELD RIDGE
- 57 ARCHER HEIGHTS
- 58 BRIGHTON PARK
- 59 MOBILE PARK
- 60 BRIDGEPORT
- 61 NEW CITY
- 62 WEST ELSTON
- 63 GAGE PARK
- 64 CLEARING
- 65 WEST LAWN
- 66 CHICAGO LAWN
- 67 WEST ENGLEWOOD
- 68 ENGLEWOOD
- 69 GREATER GRAND CROSSING
- 70 ADMIRAL
- 71 AUBURN GRESHAM
- 72 BEVERLY
- 73 WASHINGTON HEIGHTS
- 74 MOUNT GREENWOOD
- 75 MORGAN PARK
- 76 O'HARE
- 77 EDGEWATER

PERCENTAGE OF HISPANICS IN POVERTY IN 1979**



SOURCE: 1980 U.S. CENSUS

* Areas which are 25% or more Hispanic.

** The citywide poverty rate is 19.9%.
The U.S.A. poverty rate is 11.3%.

Both the Leader Questionnaire and the Parent Questionnaire consisted of two parts.

Part I provides relevant background information on the subject. Both questionnaires contain identical identifying information in Part I. The Leader Questionnaire, however, has an additional question for identifying the type of leader being interviewed, i.e., organizational leader, grass-roots leader, or an official connected with the Chicago Public Schools (past or present board member, monitoring commission member). The questions were used as a cross-reference to check their perception of their leadership role. A total of nine and eight questions, respectively are asked in Part I. (See Appendices A and B.)

Part II consists of two questions and provides the information needed in order to investigate the four hypotheses in this study. All questions are identical in both the parent and leader questionnaires in order to provide a basis for comparison.

The research questions were examined within the framework of four discrete groupings:

- Mexican parents v. Puerto Rican parents v.
Other Hispanic parents v. Hispanic leaders.

The four groupings were examined within four basic areas.

Hypothesis 1 examines the following:

What is the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools for Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders?

Hypothesis 2 examines the following:

What is the measured assessment of educational programs during implementation of the Chicago Public Schools desegregation plan for Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders?

Hypothesis 3 examines the following:

What are the differences among the choices for involvement of their children in the educational process during implementation of the desegregation plan for Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders?

Hypothesis 4 examines the following:

What are the significant differences in the measured assessment of the role of bilingual education in the desegregation plan for Mexican parents v. Puerto Rican parents v. Other Hispanic parents v. Hispanic leaders.

The four hypotheses are addressed in Part II of the questionnaire as follows:

Area of Investigation	Question Number
- Measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools.	1, 2
- Measured assessment of educational program during implementation of	4, 7

the desegregation plan of the Chicago
Public Schools

- Differences among the choices for
involvement of their children 3, 8, 9
in the educational process.
- Measured assessment of the role of 6,10,11
bilingual education in a desegregation
plan

Question number 5 is designed to provide information for the "linkage" or third-party model proposed as part of the study, i.e., a workable model that can be used by community leaders and organizations as well as by school administrators in order to more effectively involve groups of people in the educational process. Question number 12 provides general information to tie both desegregation and bilingual education together.

There were two major questions developed for hypotheses. However, the hypotheses dealing with involvement of children and the role of bilingual education have an additional question to countercheck responses, i.e., questions 3 and 9 are similar as are questions 6 and 10.

Some questions for the instruments were derived from selected questions from the November and December 1981 National Opinion Research Center Survey¹⁵ (NORC Survey) that asked parents of children in Chicago Public Schools about their attitude towards desegregation and the Chi-

¹⁵ National Opinion Research Center, The Chicago School District Desegregation Survey (Chicago: Chicago Board of Education, November - December, 1981).

icago Public Schools. Other questions were derived based on the literature concerning community involvement and the desegregation process. The questions were designed by the investigator and discussed with four national experts in the field of national origin minority (NOM) desegregation and/or bilingual education. The instruments were also examined by four person experienced in the development of instruments. Since this study is mainly concerned with descriptive analysis of the data, face validity is assumed to be sufficient.

A random table was not used in putting the questionnaire in numerical order because the nature of the questions determined that certain information had to be given in logical order. The Leader Questionnaire and the Parent Questionnaire were designed utilizing the multiple-choice technique. The reader should note that some of the choices do not appear to be arranged in a unidimensional continuum, however, a number of the choices were re-coded prior to analysis in order for the data to approximate the unidimensional assumption. Although the researcher has not empirically shown that all items are on a unidimensional continuum, the assumptions have been validated through the experts in the field of desegregation and the Hispanic community that the responses approximate the unidimensional assumption.

The Leader Interview (taped) questions were designed as open-ended questions consistent with interview format. The Leader Interview procedure provides the investigator with an in-depth analysis of all areas of investigation. The 20 questions designed for the taped interview of Hispanic leaders were clustered into the five main areas of this investigation in order to provide information to develop a workable model for community participation in the education process. Each cluster of

questions was preceded by an introductory explanation as to the purpose of those particular probes.

The Parent Questionnaire was pilot-tested with a group of 30 parents of three subethnic groups, and the Leader Interview procedures were reviewed by four experts in the field of desegregation and bilingual education. All instruments were revised based on the results of field-testing and/or the recommendations of the experts who reviewed them. All necessary provisions and re-coding of questions were made before the data were analyzed. Hollinshead's Two-Factor Index of Social Position¹⁶ which uses the occupational and educational level of the head of household, was used to determine the socio-economic status of the subjects of this investigation.

All three survey instruments, i.e., the Leader Questionnaire, the Parent Questionnaire, and the Leader Interview, were translated into Spanish by the writer. The translation was verified by three other native speakers with expertise in the Spanish language.

The following section discusses the limitations of this study.

Limitations of the Study

Although there are several aspects of this study which may be considered as limitations in the design, those aspects, given the purpose of the study and the design technique of the present investigation, are inherent in and, to some extent, necessary to the successful completion of the study. The study is concerned with the involvement of Mexican

¹⁶ Charles Bonjean, Richard Hill, and S. Dale McLenore, Sociological Measurements (San Francisco: Chandler Publishing Company, 1967), pp. 441-448.

parents, Puerto Rican parents, and Other Hispanic parents and community leaders in the development or implementation of the Student Desegregation Plan for the Chicago Public Schools.

The parent subjects of this investigation are drawn from schools in which their children comprise either the majority or dominant minority of the school's population. Because of housing segregation inherent in an urban city such as Chicago and because a large number of Hispanic parents have, in a voluntary desegregation plan, opted for neighborhood schools, a large percentage of the Hispanic population is found in racially or ethnically isolated schools. To ensure that parents with children in programs which entail busing were surveyed, a select number of Hispanic parents were surveyed in schools with magnet programs or permissive transfer programs. Because this study is not an attempt to examine the relationship of majority-minority status of a group of parents and because this study is an attempt to examine the total minority concerns of the Hispanic parent population, and the concerns of this minority population as discrete sub-Hispanic groups, i.e., Mexican parents, Puerto Rican parents, and Other Hispanic parents, this sampling procedure is the most direct and efficient way of getting to the target population.

Another possible limitation of this study is the fact that the target Hispanic parent population is sub-divided into Mexican parents, Puerto Rican parents, and Other Hispanic parents. In looking at opinions of approximately 250 Hispanic parents from different sections of the city as well as from different Hispanic groups, the investigator cannot assume that they are indeed representative of the entire Hispanic

parent population. For purposes of the study, however, and because of the sampling procedure, the investigator can project that the parents' concerns are the reflection of the larger majority of sub-Hispanic parents. Therefore, the limitation loses its significance.

Another possible limitation of this study is the combining of all subethnic Hispanic leaders into one group number, i.e., Hispanic leaders. In some cases, there are Mexican leaders working in predominantly Puerto Rican communities or vice versa. Many of the Puerto Rican and Mexican leaders represent neighborhood communities which are, in fact, segregated. The Other sub-Hispanic group members, because of their smaller numbers and because they are traditionally less poor, are more likely to live in more integrated neighborhood communities and be less participatory in neighborhood grass-roots level activities than the other Hispanic subgroups. Consequently, visible Hispanic community leaders are found in more numbers in the Mexican and the Puerto Rican subgroups by virtue of their larger populations.

Participation of Hispanic leaders from the three sub-Hispanic groups is found readily at the organizational or institutional level. Recognized leaders at all levels, however, tend to have more formal education than the average Hispanic parent. In the last analysis, leaders would not be leaders if they did not have a "following"; therefore, the study is principally concerned with what the leaders as a group have to say about the desegregation process and education in the Chicago Public Schools. It is their opinion which influences other parents and decision-makers. The writer does not feel that considering the leaders as "Hispanic leaders" is a limitation to the study.

In terms of populations, the present research is concerned only

with Hispanics, not Asians or other ethnic minority populations, and with a Hispanic population that is located in a large urban area. Because the large majority of the Hispanic populations is located in urban areas, this variable enables the investigator to focus on a key group.

Another limitation of this study is that the statistical inferences are not standardized. Statistical estimates of validity and reliability have not been gathered, however, the instruments were examined by four experts in the area of desegregation and four statisticians. Consequently, the instruments are assumed to have face validity. There are some additional reservations. For example, it has not been empirically shown that the translation from English to Spanish provide parallel measures for descriptive items. Utilizing this data, the researcher must assume that the respective items had the same meaning in each language and that the responses of the subjects in different language are equivalent to one another. This could affect the reliability of the items.

It should also be noted that this investigation does not only involve the gathering of quantitative data but it is also involved with historical documentation as well as gathering interview data. This approach provides a historical background for the study as well as a rationale for the linkage model proposed in this study. The interview process lends credibility to documented media coverage and provides the writer with an in-depth analysis of the desegregation process in terms of the Hispanic community.

The reader should also note that this study is mainly concerned with descriptive analysis of the data and thus the research design was

conceived in this manner, Consequently, there is some reservation which must be applied in utilizing the statistical data. This is further discussed in Chapter III.

The following section provides a definition of terms as used in the study.

Definition of Terms

The following definitions of terms used in this study are provided in order to clarify their use in this particular investigation. They are not intended to be definitive in terms of how they are used by other authors.

Bilingual Education - The use of two languages as mediums of instruction.

Board of Education, City of Chicago - The legal name for the Chicago Public Schools. Often used to refer to actions taken by Chicago Public Schools board members. Often referred to as the "Board".

Busing - The transporting of students for the purpose of desegregation. The Chicago Public Schools provides free bus service in its voluntary desegregation plan.

Chicago Public School (CPS) - The name used in reference to the public school system in Chicago. In this study, the Chicago Public Schools and Board of Education, City of Chicago (Board) are used to mean one and the same.

Chicago Public Schools Student Desegregation Plan - the plan which refers to the system's student desegregation plan. The Chicago Public Schools have developed and are implementing a voluntary desegregation plan. The plan allows for students: to remain in their neighborhood schools; to transfer to an Option (Magnet) School with free transportation; or to transfer to a permissive enrollment school with free transportation. This plan was approved on January 6, 1983 by U.S. District Court Judge Milton I. Shadur. In this study, the Student Desegregation Plan or the Plan are used interchangeably.

Desegregated School - Schools defined by the Chicago Board of Education as having student enrollments of either 30-70 percent white or 30-70 percent minority. Desegregated schools and stably integrated schools are considered synonymous for the purposes of this study.

Educational Involvement - The involvement of Hispanic parents and community leaders in the development and implementation of the Chicago Public Schools Student Desegregation Plan.

English as a Second Language (ESL) - English instruction for one or two periods a day specifically designed for nonnative speakers of English.

Ethnically Isolated School - A school which is racially or ethnically identifiable as being a predominantly minority school, i.e., a "Black" or "Hispanic" school.

Grass-roots - A term used in referring to community participation at the local, neighborhood level.

Hispanic - All persons in the U.S. who are of Mexican or Puerto Rican or

Other Hispanic descent or extraction. As used in this study, the terms are synonymous with Latinos, Spanish-surnamed, and Spanish-speakers.

Linkage Model - A third-party model connected with the literature of "planned change" or the "change agent" literature. The linkage model literature emphasizes the establishment of a communication network between the agency (in this study, the Chicago Board of Education) and the users of service, i.e., community groups. This type of communication systems would be established to ensure that there is an effective flow of information from the system to the community and vice versa.

Magnet School - A desegregated school which offers in-depth studies in such areas as: science, languages, fine arts, and basic skills. Some magnet schools have attendance areas which draw students citywide; others are limited to certain section of the city. With the exception of special schools for academically talented youngsters, most magnet schools have no special academic requirements.

Maintenance Bilingual Education - The instruction of students in both English and Spanish (native language) regardless of language fluency. The goal is to reach parity in two languages.

Mexican - A person of Mexican background regardless of place of birth or race. In this study, Mexican, Mexican-American, or Chicano will refer to the same subethnic group and will be used interchangeably.

National Origin Minority (NOM) A term used in referring to the language minority population and the manner in which schools respond to their cultural distinctiveness, i.e., NOM encompasses both linguistic and cul-

tural differences characteristic of these particular groups. The Civil Rights Act of 1964 (Title VI) made it illegal for recipients of federal funds to discriminate against any person on "the grounds of race, color, or national origin." It also authorized federal agencies to enforce the requirements "by issuing rules, regulations, or orders of general applicability" to agencies receiving funds.

Option Program Schools - Schools which offer specialized studies. Most Option Program schools are desegregated magnet program schools (see definition for magnet schools). Others are "Community Academies," i.e., they have limited attendance areas and usually serve neighborhood students exclusively. Students outside the designated attendance area can apply but are only accepted if space is available.

Other Hispanic - A person from a Spanish-speaking background, excluding Mexican and Puerto Rican, regardless of place of birth or race.

Over-crowded Schools - Schools in which the student enrollment is in excess of the capacity for the school.

Permissive Transfer Schools A transferring policy under the "Options for Knowledge" whereby students can transfer voluntarily to any regular elementary or general high high school where they will enhance desegregation. In order to transfer, space must be available and the transfer cannot lessen desegregation at the home school of the transferring student. Kindergarten children cannot participate in this program. Free busing is provided, and students can board buses at their home schools. High school students are provided with bus tokens for public transportation.

Puerto Rican - A person born in Puerto Rico or in the Continental United States from Puerto Rican parents. The terms "mainland" or "island" are sometimes used as modifiers to specify location as are the terms "in Continental U.S.A." and "outside the Continental U.S.A."

Racial or Ethnic Balance - When every school in the system reflects the racial ethnic balance of the district's student population, it is considered to be racially balanced.

Racially or Ethnically Isolated - A racially identifiable school. In the Chicago Public Schools, it is a school with an enrollment or projected enrollment of more than 85 percent minority before October 1985.

Segregation - The physical separation of discrete racial or ethnic groups as allowed by official policies.

Sub-Hispanic Group - A part of a larger Hispanic group, i.e., Mexican, Puerto Rican, and Other Hispanics are referred to as discrete Hispanic subgroups.

Transitional Bilingual Education - Instruction in Spanish (native language) and English, shifting gradually to all English instruction.

Voluntary desegregation - A program which provides a choice for student movement (not mandated).

Summary

Chapter I provides an overview of the problem, the importance of and the need for the study, the purpose of the study, the hypotheses to be tested, the procedures and methodologies that were selected, a discussion of the limitations of the study, and a definition of terms.

Generally, the study is designed to investigate the educational involvement of selected Hispanic parents and community leaders with the Chicago Public Schools during the development and implementation of a desegregation plan.

In assessing the need for research on this topic, the lack of research in this area as well as the benefits that may be accrued from such an investigation, i.e., information about what Hispanic parents and community leaders are concerned about in the education of their children and suggestions for ways to work together for reaching a common goal, have been indicated.

In discussing the theoretical framework of the study, community involvement and bringing educational change through a third-party problem-solving mechanism or through a "linkage" model have been highlighted. This study examines the involvement of Mexican, Puerto Rican, and Other Hispanic parents and Hispanic leaders in the development and implementation of a desegregation plan in order to determine whether or not the model that has been followed was adequate or appropriate. The researcher had highlighted the fact that this study is primarily concerned with descriptive analysis of the data.

A total of four major research hypotheses and their accompanying statistical hypotheses have been presented. A discussion of certain aspects of the study that might be seen as limitations, such as the selection process of target populations, and the statistical design which is used have been justified for this procedure. The chapter closes with a definition of terms commonly used in this study.

Chapter II will include a review of the selected literature and research relative to the development and implementation of the Student

Desegregation Plan of the Chicago Public Schools. This review will be conducted by examining official Board of Education records as well as media releases that document the involvement and concerns of Hispanic parents and community leaders during this period.

This review includes:

- (a) key litigations concerning the Hispanic community in the area of desegregation and bilingual education;
- (b) a selected literature review of the more significant aspects of the historical background concerning Chicago Public Schools and its desegregation plan;
- (c) national and local findings focusing on the literature and research pertinent to the hypotheses; and
- (d) a selected literature review of pertinent models for community involvement in order to bring about educational change.

Chapter III will present a complete description of the procedures used in undertaking this investigation. The subjects of this investigation and the process by which data for this investigation were obtained will be described. Further, Chapter III will include a thorough description of the questionnaires and the manner in which the questionnaires were used. A discussion concerning the manner in which the hypotheses were tested will also be presented as well as a description of the statistical procedures used.

In Chapter IV, the results as well as an analysis and discussion of the results of the hypotheses tested will be presented.

Chapter V will present summary, conclusions, implications, and recommendations resulting from the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In the preceding chapter, the research problem of this investigation was presented. This investigation is undertaken in order to examine the involvement of Hispanic parents and Hispanic leaders with the Chicago Public Schools' educational process during the development and implementation of the desegregation plan; their assessment of the educational programs during implementation of the desegregation plan; their choices for involvement of their children in the educational process during implementation of the desegregation plan; and their assessment of the role of bilingual education in the desegregation plan. This study also examines workable models which can be used by community leaders and organizations in order to more effectively involve groups of people with vested interest in the Chicago Public Schools system.

As has been stated in Chapter I, the issue of equal educational opportunity for the Hispanic community has traditionally been defined in terms of their linguistic needs, e.g., the need for bilingual education programs. Thus, it is inevitable that in conducting research in the area of the Hispanic community and the issue of school desegregation, the issue of bilingual education becomes an important facet that must be addressed. In looking at the literature of Hispanics and desegregation, the researcher found a sparsity of data. Most of the literature on Hispanics and desegregation, however, draws from the litigation on this

matter. Therefore, it becomes important to focus on key litigation related to desegregation and Hispanic students in order to understand the context upon which the desegregation plan is being implemented in the Chicago Public Schools and in order to understand issues which are relevant to this study. This background on the litigation is also important as a prelude to the historical background leading to the development of a desegregation plan in the Chicago Public Schools.

The Review of the Literature will provide background information related to the four main hypotheses as well as the third-party linkage model proposed by this study.

Chapter II will include:

- a) Key litigation concerning the Hispanic community in the area of desegregation and bilingual education;
- b) A selected literature review of the more significant aspects of the historical background concerning Chicago Public Schools and its desegregation plan;
- c) National and local findings focusing on the literature and research pertinent to the four hypotheses; and
- d) A selected review of pertinent models suggested for bringing about community involvement in order to bring about educational changes.

Key Litigation Relative to Desegregation and Hispanic Students

Desegregation Litigation

Most of the literature on Hispanics and desegregation draws from the litigation on the matter. There is extensive documentation on His-

panic school segregation, as evidenced by such litigation. Consequently, the literature review will include a brief overview of the principal litigation which forms the context in which Hispanics have related to school desegregation in Chicago.

Hispanics have fought segregation in the schools for many years. There are documented cases of school desegregation efforts by Mexican Americans as far back as the 1930s.¹ Later in the 1940s, in Mendez v. Westminster,² Mexican-Americans were successful in persuading the courts of the harm that came to their children when subjected to segregated schooling. Mendez is important because it is one of the cases blacks drew from in their successful and historic appearance before the United States Supreme Court in Brown v Board of Education.³ A year after Brown, in Romero v. Weakly,⁴ the practice of classifying Mexican-Americans as whites and of mixing blacks and Mexican-Americans together while whites were assigned to all white schools was challenged. Blacks and Hispanics joined to sue "El Centro School district" in California on the grounds that "ethnic and racial discrimination by regulation, custom, and usage, was harmful to their children." The issue, however, was settled out of court.⁵

¹ Del Rio Independent School District v. Salvatierra, 335 SW 2d 790 (Tex. Civ App. San Antonio, 1930), Cert. denied, 284 U.S. 580 (1931).

² Mendez vs. Westminster, 67 F Supp. 544 (S.D. Cal. 1946), aff'd 161F. 2d 744 (9th Cir. 1947).

³ Brown v. Board of Education, 347 U.S. 483 (1954).

⁴ Romero v. Weakly 131 F. Supp. 818 (S.D. Cal. 1955) rev'd 226 F. 2d 399 (9th Cir. 1955).

⁵ Oscar Uribe, Bilingual Education in Desegregation Settings: A Research Agenda, (Washington, D.C.: National Institute of Education,

It is not until 1970 that the principles enunciated in Brown relative to equality of educational opportunity and nondiscrimination on the basis of color and race are clearly applied to Mexican-Americans. In Cisneros v. Corpus Christi Independent School District,⁶ the court ruled that Hispanics--in this instance, Mexican-Americans--are an identifiable ethnic minority group that has been subjected to adverse discriminatory treatment in the past, and school districts cannot mix blacks and Hispanics and claim that they have created a unitary system.

Other court decisions soon followed on the matter of Hispanic school desegregation. Intent to segregate was found against the State of Texas in the case of San Felipe del Rio.⁷ In that case a federal judge ruled that mere racial balancing of students would not correct the harm brought to Mexican-American students as the result of segregated schooling experiences and, for the first time, a comprehensive bilingual education program was ordered. In United States v. Texas Education Agency,⁸ a district court, and later the Fifth Circuit Court, found intentional segregative actions on the part of the Austin school district and ordered the dismantling of the segregated school system. An important dictum advanced by this court was that, in multi-ethnic school systems, desegregation--even when initiated by blacks--cannot be imple-

1978).

⁶ Cisneros v. Corpus Christi Independent School District, 324 F Supp. (S.D. Tex. 1970), 330 F Supp. 1377 (S.D. Tex. 1971), 467 F 2d 142 (5th Cir., en banc, 1972), cert. denied 417 U.S. 922 (1973), rehearing denied 414 U.S. 881 (1975).

⁷ United States v. Texas (San Felipe del Rio) 342 F. Supp 24 (1971).

⁸ United States v. Texas Education Agency, 467 F. 2d 848 (5th Cir. 1972).

mented in a manner that adversely affects Hispanics. In the Austin case, the court found that the defendant's desegregation plan operated not only "to the detriment of Mexican-Americans in theory, but also in practice."⁹ It further stated that "no remedy for the dual system can be acceptable if it operates to deprive members of a third ethnic group of the benefit of equal educational opportunity".¹⁰

Gradually, it appeared as if the courts were becoming more sympathetic to Hispanics during desegregation litigation. Bilingual education was also being defined as one of the vehicles to equality of educational opportunity for Hispanics, but a serious blow was given to Hispanic efforts in Keyes v. School District No. 1 (Denver).¹¹ In that case the United States Supreme Court ruled that Mexican-Americans are as much entitled to the equal protection clause as blacks and whites, the high court remanded the Denver case to the federal district court for the fashioning of a new remedy which, once developed, was overruled in part by the Fifth Circuit Court in 1975. This court ruled that a plan which included a comprehensive bilingual education program for Hispanics went too far. The Denver desegregation plan allowed the maintenance of predominantly Hispanic schools on the grounds that bilingual education had to be provided to Hispanic students. The Fifth Circuit Court ruled that

Although bilingual instruction may be required to prevent the isolation of minority students in a predominantly Anglo school system... such instruction must be subordinate to a plan of school

⁹ Ibid. at 869.

¹⁰ Ibid. at 869.

¹¹ School District No. 1 413 U.S. 189, 198 (1973).

desegregation.¹²

What appears to have changed the course of Hispanic litigation was a 1974 Supreme Court decision lauded by most Hispanics and educators as favorable to their quest for bilingual educational opportunity.¹³ In Lau v. Nichols¹⁴ the Supreme Court ruled that non-English-speaking Chinese children were denied equality of educational opportunity when placed in English-only classrooms. The problem with Lau is that it did not rule on the question of whether language minority students are guaranteed an equal educational opportunity under the U.S. Constitution. Rather it based its ruling on a finding of a legislative (statutory) violation. The significance of this difference is found in the judicial tradition of granting judges greater authority to demand comprehensive educational remedies, when a constitutional violation has been proven. When a statutory violation is proven, often the remedy is limited by the reach or scope of the legislation in question.¹⁵

Subsequent to Keyes, most Hispanic educational litigation kept away from attempting to prove constitutional violations when the rights of Hispanic students, as a group, were involved. It seems as though only desegregation litigation in the Fifth and Tenth Circuits have granted Hispanics a greater chance of attaining parity with blacks dur-

¹² Ibid. 5 2 1 F. 2d 465, 480 (10th Cir. 1975), Cert. denied, 423 106 (1976).

¹³ Tony Baez, "Support for Bilingual Education As a Right in School Desegregation Litigation," paper, University of Wisconsin, Milwaukee, Midwest National Origin Desegregation Assistance Center, 1981.

¹⁴ Lau v. Nichols, 414 U.S. 563 (1974).

¹⁵ Tony Baez, "Support for Bilingual Education As a Right in School Desegregation Litigation," p. 4.

ing the litigation process. The post Lau and Keyes emphasis by the courts of granting relief to Hispanics only on statutory grounds has limited most relief to bilingual education. Because bilingual education has been narrowly defined by both state and federal statutes (it is only mandated for students who are clearly of limited English proficiency), only approximately twenty-five percent of the students who are usually eligible receive any type of specialized assistance during the desegregation process.¹⁶

According to the literature, many Hispanics view the desegregation processes with reservation. If inadequately implemented, it could place bilingual education and other programs aimed at assisting Hispanic students in a secondary role.

Even though the goals of desegregation are theoretically beneficial to Hispanics as a minority group most of the literature on the subject strongly suggests that bilingual education and desegregation are not necessarily incompatible.¹⁷ Many Hispanic educators and desegregation experts have argued that they can interface positively to benefit both Hispanics and blacks.¹⁸ The argument has also been advanced that it may have been more beneficial for Hispanics had desegregation litigation evolved along constitutional grounds.¹⁹ Only the Fifth and Tenth Cir-

¹⁶ Tony Baez, "Protecting the Rights of National Origin Minority Students During the Implementation of Race Desegregation Plans," paper, University of Wisconsin, Midwest National Origin Desegregation Assistance Center, 1982.

¹⁷ See National Institute of Education, Desegregation and Education Concerns of the Hispanic Community: Conference Report June 26-28, 1977, Washington, D.C.

¹⁸ Ibid.

circuits have laws evolving out of findings of constitutional violations against Hispanic litigants. Only in these two Circuits have Hispanics been classified as distinct ethnic racial minorities for desegregation purposes. In other Circuits, Hispanics are either white or non-black during desegregation processes.²⁰ In several major desegregation cases, desegregation implementation has allowed for the maintenance of bilingual programs and even facilitated their expansion. This was true with Hispanic bilingual programs in at least three cases involving major cities: Morgan v. Kerrigan (Boston), Bradley v. Millikan (Detroit), and Amos v. Board of School Directors of the City of Milwaukee.²¹ To date, the Review of the Literature shows that it is not clear how desegregation has or can benefit Hispanic students not involved in bilingual education programs.

Bilingual Education Litigation

It is not until the early 1970s that Hispanics and other language minority groups appeal to the courts asking for bilingual education services as a remedy in cases where their children had been denied equality of educational opportunity. As previously shown, desegregation litigation precedes bilingual litigation as the vehicle towards achievement of

¹⁹ Tony Baez, "Support for Bilingual Education As a Right in School Desegregation Litigation," p.17.

²⁰ National Institute of Education, Desegregation and Education Concerns of the Hispanic Community: Conference Report June 26-28, 1977.

²¹ Morgan v. Kerrigan, 509 F 2d 580 (1st Cir. 1975), Cert. denied, 421 U.S. 963 (1975); Bradley v. Millikan, 402 F. Supp. 1096 (E.D. Mich. 1975); and Amos v. Board of School Director of the City of Milwaukee, 408 F. Supp. 765 (1976), See "Settlement Agreement," May 1979.

educational equity. The federal court played an important role in shaping, via their decisions, the form and content of bilingual litigation. Bilingual education litigation begins with almost exclusive reliance on Title VI of the Civil Rights Act of 1964 as a source of authority for the educational rights of language minority students. Such litigation receives further legal support from the enactment in the late sixties of federal bilingual legislation and the enforcement of Title VI of the Civil Rights Act during the early 1970s. Efforts at federal enforcement of Title VI of the Civil Rights Act during the early 1970s also became a form of support for bilingual educational rights.²² In 1971, Chinese parents made an unsuccessful attempt at legal intervention in the San Francisco desegregation plan. In Guey Heung Lee v. Johnson, the court stated: "Bilingual classes are not prescribed. They may be provided in any manner which does not create, maintain, or foster segregation."²³ It was not until the landmark decision of Lau v. Nichols²⁴ that the right of language minority students to understandable instruction was upheld. This case was also a desegregation case dealing with Chinese students. The Supreme Court decision in Lau v. Nichols involved non-English-speaking Chinese students in San Francisco who were required to attend classes taught exclusively in English. As customary at the time with statutory claims, the Court noted that Title VI of the

²² Tony Baez, Ricardo Fernandez, Roger Rice and Richard Navarro, "Litigation Strategies for Educational Equity: Bilingual Education and Research," Paper presented at the American Educational Research Association Conference, New Orleans, Louisiana, April 23, 1984.

²³ Guey Heung Lee v. Johnson, 339 F. Supp. 1315, 1322 (1971).

²⁴ Lau v. Nichols, 414 U.S. 563 (1974).

Civil Rights Act and the Department of Health, and Education and Welfare's (HEW) interpretative memoranda relative to its applicability to national origin minority populations prohibited conduct which was discriminatory in effect as well as in intention. Consequently, by providing the same facilities, textbooks, teachers, and curriculum, students who do not understand English are foreclosed from any meaningful education.²⁵ Lau,²⁶ by affirming the enforcement authority of HEW and its enforcement division--the Office for Civil Rights--paved the way for the establishment of more bilingual programs across the country and for the resolution of pending litigation supportive of bilingual education.

The Lau litigation was favorably resolved on behalf of Hispanic students in several jurisdictions such as Serna v. Portales and Aspira of New York, Inc. v. Board of Education.²⁷ Such litigation allowed for greater refinement of bilingual services in school districts throughout the country and even made easier the task of federal enforcement by the Office for Civil Rights.

The limitation imposed on the litigation by the plaintiff's reliance on Title VI caused problems that were evidenced in the Washington v. Davis and University of California Regents v. Bakke,²⁸ In both

²⁵ See J. Stanley Pottinger, Director, Office for Civil Rights, Department of Health, Education and Welfare Memorandum to School Districts with more than Five Percent National Origin Minority Group Children, Identification of Discrimination and Denial of Services on the Basis of National Origin, May 25, 1970; 35 Fed. Reg. 11595(1970). (This memo has since been known as the 25 May Memorandum).

²⁶ Lau V. Nichols, 1974.

²⁷ Serna v. Portales, 351 F. supp. 1279 (D.N.M.1972) Aff'd 499 2d 1147 (10th cir.1974); and Aspira of New York, Inc. v. Board of Education, 394F. Supp.1161 (S.D. N.Y. 1975).

cases, the validity of Lau was questioned by four of the Justices. Both Davis and Bakke argued that statutory claims under Title VI should require a show of intent, i.e., the burden would be with the plaintiffs to show that a school district intended to discriminate. Even though the law is not final on the issue, no case has gone to the high Court where Lau has been expressly overturned. Some Hispanic litigations have begun a new approach in their litigation by using Congressional legislation and the Equal Educational Opportunities Act of 1974 (EEOA)²⁹ as the principal source of law in support of bilingual education and of the need for specialized educational services for Hispanics and other language minority students.³⁰

Specifically, Section 1703(f) of the EEOA prohibits a state from denying equal educational opportunities by--

the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instruction programs.

For purposes of this review of the litigation, the most relevant bilingual cases presently shaping bilingual education policy, which draw from the EEOA, are Idaho Migrant Council v. State Board of Education³¹

²⁸ Washington V. Davis, 426 U.S. 229 (1976); University of California Regents v. Bakke, 448 U.S. 265 (1978).

²⁹ The Equal Educational Opportunity Act of 1974, 20 U.S.C. Secs 17001- 1721(1976).

³⁰ Wisconsin Advisory Committee to the United States Commission on Civil Rights, Falling through the Cracks: An Assessment of Bilingual Education in Wisconsin, July 1982, pp 10-11.

³¹ Idaho Migrant Council v. State Board of Education, 647 F. 2d 69 (9th Cir. 1981).

United States v. State of Texas,³² Castaneda v. Pickard³³ and Keyes v Denver Bilingual Consent Decree.³⁴

While all of the preceding cases drew from the EEOA, Castaneda is undoubtedly the most important because its mandate is presently used by the Department of Education as a guide in its review of Title VI national origin compliance plans,³⁵ Castaneda requires that a school district show that its plan for compliance with EEOA pass a three-part test, which aims to evaluate the adequacy of special language instruction for limited English proficient students. The test involves, first, a determination of whether the proposed program is an "expert-based program" and if the program "flows" from established theoretical and pedagogical practice; second, assurance that the program's implementation practices will ensure the successful attainment of equal educational opportunity goals; and third, the court's assurance that the program adopted and implemented by the school district in question provides protected students with equal educational opportunities.³⁶

The cumulative results of desegregation and bilingual litigation and federal and state efforts at providing bilingual education for Hispanic students point to the existence of a complex set of legal rights

³² United States v. State of Texas, 506 F. Supp. 405(1981) reversed in part, remanded in part, 680 F. 2d 356 (5th Cir 1982).

³³ Castaneda v. Pickard, 648 F. 2d. 989 (5th cir 1981).

³⁴ Keyes v. Denver, 576 F. Supp. 1503 (p. Colo. 1981).

³⁵ Olga Eccher and Anthony Gradisnik, Helping Schools Design and Develop Bilingual Programs (University of Milwaukee, Wisconsin: Midwest National Origin Desegregation Assistance Center, 1984. Addendum.)

³⁶ Castaneda v. Pickard, 1981.

that Hispanics can draw from in their quest for equal educational opportunity. Furthermore, the preceding discussion of the litigation provides a background to the current desegregation case in Chicago which is discussed in the next section.

A Selected Literature Review of the More Significant Aspects
of the Historical Background Concerning Chicago Public
Schools and its Desegregation Plan

In the preceding section, a select literature review was presented concerning key litigation at the national level pertaining to desegregation and Hispanic students. This litigation review focused on both desegregation and the issue of bilingual education as it relates to Hispanic and/or national origin minority (NOM) students. It is important to examine key litigation concerning Hispanic students because there is a scarcity of research data on the involvement of Hispanic students and community members in school desegregation. There is, however, much documentation in the area of litigation. This section will provide a historical background leading to the development of the Chicago Public School's desegregation plan as well as provide a discussion on local litigation concerning this plan.

The Chicago Public Schools has long been characterized by isolated schools. This segregation was created from the concept of neighborhood schools and from the fact that neighborhoods in Chicago have typically developed as racially isolated enclaves.³⁷ Chicago has been considered

³⁷ Board of Education, City of Chicago, Robert L. Green, Lead Con-

more racially segregated in its housing patterns than any other major urban city in the North.³⁸ This racial isolation is evidenced in its student population. In 1979 when the Chicago Public Schools system was making some progress towards an acceptable school desegregation plan, the system was virtually segregated with a minority white population of only 20 percent. The system was divided administratively, at the time, into 27 subdistricts. The total student enrollment was 477,339 student as of October 31, 1979, with a white non-Hispanic student enrollment of 95,513 or 20 percent of the student population; a black non-Hispanic student enrollment of 289,920 or 60.7 percent; an American Indian/Alaskan Native student population of 748 or 0.2 percent; an Asian or Pacific Islander student population of 9,210 or 1.9 percent; and a Hispanic student population of 81,948 or 17.2 percent.³⁹ (44,720 Mexican, 31,065 Puerto Rican, 6,163 Other Hispanic students.)

OCR/HEW in its "Appendix to Letter of Ineligibility to the Chicago Public School District Under the Emergency School Aid Act,"⁴⁰ dated April 9, 1979, submitted an extensive document showing deliberate racial

sultant, Desegregation Plan for the Chicago Public Schools, Part I: Educational Components (Chicago: Board of Education, City of Chicago, 1981) p.2.

³⁸ Annette Sorensen, Karl E. Fauber and Leslie J. Hollingsworth, Jr., "Index of Racial Residential Segregation for 109 Cities in the United States, 1940-1970, Sociological Focus, April 1975, Table I, pp. 128-130.

³⁹ Board of Education, City of Chicago, Racial Ethnic Survey: Students as of October 31, 1979. (Chicago: Board of Education, City of Chicago, 1979).

⁴⁰ Office of Civil Rights and Housing Education and Welfare, Appendix to Letter of Ineligibility to the Chicago Public School District Under the Emergency School Aid Act, April 19, 1979.

segregation by the Chicago Board of Education in its past policy and also as a result of city policy and housing patterns.⁴¹ The Appendix itemized a long history of actions and/or inaction or resistance by the Chicago Board of Education which had contributed or caused segregation in Chicago Public Schools. Among those points are:

- Location of permanent and temporary facilities to increase segregation practices. For example, the majority of mobile units were located in pre-dominately minority schools while adjacent white majority schools continued to have declining enrollment
- The creation and alteration of school boundaries for elementary secondary, and vocational schools.
- The transportation of students to include segregated busing patterns.
- The assignment of professional staff according to racial lines. (it was not until 1963 that a black principal was appointed to a white elementary school).⁴²

All allegations are documented by giving detailed examples of such practices. Consequently, in denying Emergency School Aid Act funds, OCR/HEW found that school officials had maintained a racially discriminatory, dual school system.

It is important to note that the system's selection for new site

⁴¹ Ibid.

⁴² U.S. Commission on Civil Rights, Illinois Advisory Committee, Briefing Memo on Chicago School Desegregation, October, 1979.

in a segregative manner was made in conjunction with the Chicago Housing Authority (CHA), whose discriminatory practices of selection of sites for public housing had already been established by the courts. (See Gautreaux v. Chicago Housing Authority, 503 F. 2nd 930 (7th Cir. 1924); Hells v. Gautreaux, 425 U.S. 284 1976). Typically, when CHA established houses in white areas, the board provided educational opportunities for these children by the construction of new facilities rather than using the available room in white schools which could have served these children. On the other hand, the neighborhood schools already established were generally used by the Board when black projects opened in black neighborhoods or white projects opened in white neighborhoods⁴³

The Armstrong Act⁴⁴ enacted in 1963, as an amendment, to Chapter 122, Section 10-21.3, Illinois Revised Statutes, required that a local school board "from time to time...change or revise existing attendance units or create new units in a manner which will take into consideration the prevention of segregation and elimination of children in public schools because of color, race, or nationality."⁴⁵ In spite of this act and its affirmative nature, the Chicago Board of Education continued its policy of selection of sites for new schools in segregated settings as discussed below.⁴⁶

The State Board of Education has in the last few years approved

⁴³ OCR/HEW Appendix, pp. 13,14.

⁴⁴ Armstrong Law, Ill. Rev. Stat. c. 122, sec. 10-21,3.

⁴⁵ Ibid.

⁴⁶ Meg O'Connor, "State Puts A Squeeze On 'Sardine School'" Chicago Tribune 6 March 1980, sec. 1, p. 10.

the construction of seven schools in Chicago with the assurance that the new schools have a white enrollment of between 10 percent and 40 percent. The first of seven schools opened in February 1979, the New McCormick Elementary School, now renamed Kanoon Magnet School located at 23rd Street and Kedzie Avenue, had an enrollment of 98 percent Hispanic. When it first opened, the Illinois State Board of Education (ISBE) insisted that the school be desegregated. ISBE took this action in Chicago's practice because it did not want to be renamed "co-conspirator" in case the U.S. Department of Justice decided to file a suit charging the Chicago Board of Education with willfully creating and maintaining segregated schools.⁴⁷

It is important, at this point, to look at some positive actions that CBE has taken in the past concerning the desegregation issue.

The Hauser Report⁴⁸ (March 1964) probably represents one of the major efforts in desegregating Chicago schools. The panel selected by the CBE found the conditions of black schools quite unequal to white schools in all aspects (physical facilities, assignments of staff, attendance, dropouts, teaching materials, overcrowding). The report deplored the CBE for not taking desegregation actions and not following its affirmative policy adopted by the Board on behalf of integration. The Hauser Report⁴⁹ was adopted in principle by the Chicago Board of

⁴⁷ Ibid.

⁴⁸ Philip M. Hauser, Integration of the Public Schools, Chicago, Report to the Chicago Board of Education by the Advisory Panel on Integration of the Public Schools (Chicago: Board of Education, 31 March 1964).

⁴⁹ Ibid.

Education.

The Havighurst Report.⁵⁰ (November 1964), commissioned by CBE, repeats and endorses the recommendations of the Hauser Report and adds recommendations concerning compensatory educational measures. It was the Webb⁵¹ case, however, which gave impetus to a series of reports and litigations. In the Webb case, a group of parents sued the CBE in the segregation and overcrowding of black schools. The Webb case of September 1961 was settled out of court and resulted in the Hauser Report. In the 1960s, the CBE was involved in numerous litigations concerning segregated practices.⁵²

In July 1965, the Coordinating Council of Community Organizations (CCCCO) filed a formal complaint of discrimination. This complaint, filed with the U.S. Office of Education and involving the newly passed Civil Rights Act of 1964, demanded the disapproval of federal funds under Title VI provisions. This was the first major challenge to a northern school district under the new act. The U.S. Commissioner of Education in response to the CCCC0 complaints moved to withhold about thirty million dollars, the first grant to CBE under the newly appointed ESEA Title I. However, because of political intervention by such Chicago notables as Congressman Roman Pucinski and the late Mayor Daley, the order was withdrawn within five days to allow the CBE to conduct its

⁵⁰ Robert T. Havinghurst, The Public Schools of Chicago, Chicago: Board of Education, City of Chicago, 1964).

⁵¹ Webb v. Board of Education of the City of Chicago, 223 F. Supp.466 (N.D.Ill. 1963).

⁵² For a thorough discussion on this, see U.S. Commission on Civil Rights Illinois Advisory Committee, Briefing Memo.

own investigation.⁵³ Consequently, HEW, at this time, did not enforce its own law. The result virtually stopped all Title VI enforcement efforts in northern and western schools for almost three years.⁵⁴

In 1976, the CBE was informed by the Illinois State Board of Education to prepare a plan that complied with the State Board's rule on school desegregation. The Access to Excellence: Recommendations for Equalizing Educational Opportunities⁵⁵ approved, by the state in 1978, did not meet federal requirements; however, and in 1979, the U.S. Department of Health, Education and Welfare (HEW) did not award Emergency School Aid Act (ESAA) funds to the CBE. The second plan, Access to Excellence, Further Recommendations⁵⁶ was rejected by HEW as not being adequate. The problem was then handed to the Department of Justice for investigation in light of The Civil Rights Act of 1964.⁵⁷ The Consent Decree⁵⁸ of September 24, 1980, was the result of negotiations between the district and the Department of Justice. CBE worked on a

⁵³ Center for National Policy Review, Justice Delayed and Denied: HEW and Northern School Desegregation (Washington D.C.: Center for National Policy Review, 1974), p.9.

⁵⁴ Ibid.

⁵⁵ Board of Education, City of Chicago, Access to Excellence: Recommendations for Equalizing Educational Opportunities (Chicago: Board of Education, City of Chicago 1978).

⁵⁶ Board of Education, City of Chicago, Access to Excellence, Further Recommendations Chicago: Board of Education, City of Chicago, 1979).

⁵⁷ For further discussion see: U.S. Commission on Civil Rights, Illinois Advisory Committee, Briefing Memo Robert L. Green, Head Consultant, Student Desegregation Plan for the Chicago Public Schools, Part I: Educational Components, (Chicago: Board of Education, City of Chicago, 1981).

⁵⁸ United States v. Board of Education of The City of Chicago, (N.D. Ill. 1980).

projected acceptable desegregation plan under the guidance of its Lead Consultant, Robert L. Green. The Consent Decree acknowledged the existence of a large number of racially isolated Chicago Public Schools but did not deal with the issue of responsibility. In the Chicago Student Desegregation Plan for the Chicago Public Schools (hereinafter called the Plan), the Board affirmed that "racial isolation is educationally disadvantageous to all students" and committed itself to developing and implementing a "system-wide plan to remedy the present effects of past segregation of black and Hispanic students."⁵⁹ The Plan focuses on two main objectives which are (1) creating the greatest practical number of stably desegregated school and (2) providing the educational and related programs for any black or Hispanic school remaining segregated.⁶⁰

The Chicago Board of Education on April 15, 1981, adopted Recommendations on Educational Components.⁶¹ The Educational Components section of the Student Desegregation Plan addresses many areas in its effort to raise the achievement level of students. These areas include curriculum, the quality of school administration, student expectations, school climate, school facilities, and the use of test results to improve instruction.

Among the educational components are areas which were specifically designed to target the needs of isolated schools, i.e., predominately black or Hispanic schools. The Plan called for selecting a number of

⁵⁹ Green, Student Desegregation Plan for the Chicago Public Schools, p. 4.

⁶⁰ Ibid.

⁶¹ Ibid.

isolated schools having "critical learning needs" and implementing a modified "Effective Schools" design based on local school action plans. The Effective Schools Model is based upon the body of literature referred to as "school effects." Ronald Edmonds and others argued that inner city students can do well in spite of low socio-economic status (SES) given a school which has strong (1) leadership, (2) instructional emphasis, (3) positive climate, (4) high expectations and the (5) the use of achievement test results.⁶² Forty-five isolated schools were selected including ten predominately Hispanic schools. These "targeted school," selected because of their racial isolation and low achievement would not only receive supplementary compensatory programs within schools but would receive assistance from a "school improvement team" in order to develop and implement a process at the local level to make the needed changes.⁶³

In the area of bilingual education, the Plan provided for the establishment of the same goals and objectives for both regular English fluent and limited English proficient (LEP) students; accessibility of school activities for LEP students, giving of special services for students in bilingual programs in isolated schools; concentration on monitoring and administrative programs; and conducting an ongoing review of hiring policies relating to bilingual programs.⁶⁴ The Plan called for maintaining (1) an Advisory Panel of Parents and Students and (2) an Advisory Panel of Citywide and Community Organizations. It also called

⁶² Ibid. pp. 298-300.

⁶³ Ibid.

⁶⁴ Ibid. pp. 397-430.

for establishing a network for keeping schools, administration, and outside institutions informed concerning the desegregation plan as well as for exchanging of resources.⁶⁵

Although recommendations given by the Plan pertain to all students, the preceding recommendations mainly target Hispanic students, parents and community members which is within the scope of the study.

The Student Assignment Principles was adopted on April 29, 1981, by the Chicago Board of Education. It outlined a voluntary desegregation student assignment plan as well as some mandatory measures that do not involve transportation, e.g., boundary changes.⁶⁶

The final part of the Plan, The Comprehensive Student Assignment Plan was adopted on January 22, 1982.⁶⁷ The main objective of the plan is "to establish the greatest number of stably desegregated schools in a manner that does not cause resegregation."⁶⁸ Desegregated schools and stably integrated schools are defined by the Chicago Board of Education as those with student enrollment of either 30-70 percent minority students. This plan specified that at least \$40 million in fiscal years 1982 and 1983 and \$20 million in successive fiscal years would be reserved and proportionately distributed for educational improvements for racially isolated black and Hispanic schools.⁶⁹

⁶⁵ Board of Education, City of Chicago, The Student Desegregation Plan: A Summary (Chicago: Board Of Education, City of Chicago, 1982). p.6.

⁶⁶ Ibid. p. 7.

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Ibid. p. 6.

On January, 6, 1983, U.S. District Court Judge Milton I. Shadur approved the CBE Voluntary Desegregation Plan. The approved plan was derived from the original Consent Decree of September 24, 1980.⁷⁰

The Chicago Board of Education in all its deliberations neither admitted nor denied allegations of discrimination. It did admit, however, that the Chicago Public Schools is characterized by schools which are racially isolated and that isolation is an educational disadvantage for all students. The agreement reached by the U.S. Department of Justice and the CBE was seen as a negotiated settlement of the action and an action that was best for the public interest. The agreement was derived from two basic objectives for desegregation of the Chicago Public Schools (1) considering all circumstances in Chicago, the establishment of the greatest practicable number of stably desegregated schools, and (2) the provision of educational and related programs for schools remaining racially isolated, i.e., black or Hispanic. These schools would be provided supplementary educational assistance in order to ameliorate past or continuing educational disadvantages.⁷¹

Members of different citizen groups and organizations criticized the Student Desegregation Plan, among those groups were the Puerto Rican Legal Defense and Educational Fund and the Mexican American Legal Defense and Educational Fund (MALDEF). They acted as counsel for the following Hispanic community and organization groups: Pilsen Neighbors Community Council, West Town Concerned Citizens Coalition, and the

⁷⁰ Board of Education, City of Chicago, Student Desegregation Plan for the Chicago Public Schools Annual: Desegregation Review 1982-83 (Chicago: Board of Education, City of Chicago, 1983) p.3.

⁷¹ Ibid. p. 1.

Latino Institute.⁷² The Hispanic groups charged that Recommendations on Educational Components failed to provide equal educational opportunity to Hispanic students. The Plan was seen as providing only general promises and lacking specificity by targeting only a small number of racially isolated schools. This attempt at legal intervention failed when the court decided that it was untimely and that the Hispanic groups should wait to see the results of ongoing negotiations between the CBE and the Department of Justice.⁷³

The Hispanic groups also addressed the problems of racial and ethnic isolation and the fact that compensatory education must be provided to overcome past and current segregative practices. Other issues included the protection of white students at the expense of black and Hispanic students and the definition of racial minorities as being one and the same.⁷⁴ This issue was verbalized by Professor Joyce A. Hughes, a member of the Board of Education at the time. When she disapproved of the Plan and said: "The Plan treats race and ethnicity as a 'fungible' concept, i.e., it suggests that it is the same thing to be black as it is to Hispanic as it is to be Asian. But racial minorities are not interchangeable..."⁷⁵

Other citizen groups such as the National Association for the Advancement of Colored People (NAACP) and the Citizens School Committee,

⁷² Interim Report : A Promise of Simple Justice in the Education of Chicago School Children? by Leon P. Finney, Chairman to Monitoring Commission (Chicago: Board of Education, City of Chicago, 1983). p.4.

⁷³ Ibid. p. 4.5

⁷⁴ Ibid.

⁷⁵ Ibid. p. 8

a multiracial and mulitethnic association of parents and other concerned citizens, focused on the need to reduce the number of racially isolated schools. The Comprehensive Student Assignment Plan attempted to address some of the concerns of these diverse citizen groups by maximizing the reduction of racial and ethnic isolation in Chicago Public Schools. The four basic action plans dealt with the following:

- 1) directly competing with private, parochial and suburban schools in the recruitment of children to the Chicago Public School;
- 2) stabilizing and increasing desegregation in schools which are currently desegregated;
- 3) desegregating, as much as possible, those schools that are not already desegregated; and
- 4) avoiding the necessary use of compulsory measures.⁷⁶

In spite of all criticisms, the Plan has been found by the courts to be constitutional.

After the Plan was approved, the Board continued an ongoing dialogue with the courts about who should pay for the Plan. Of particular concern to the Board was the "Educational Components," which pointed to an educational plan which included thousands of ethnic minority students who, by virtue of the sheer lack of majority white students, must attend racially identifiable schools. In order to provide more educational services to these "isolated" schools, the Board would have to invest millions of dollars it did not have available. Consequently, in examing

⁷⁶ Ibid.

the "effective schools" concept, The Chicago Board of Education sought further financial assistance.⁷⁷

The 1980 Consent Decree provides that both the Board and the United States will "make every good faith effort to find and provide every available form of financial resources adequate for the implementation of the Plan."⁷⁸ In June 1983, the Board sought enforcement by the courts of that provision. Judge Shadur ruled with the Board on June 30, 1983, and ordered the United States government to find sufficient funds as well as to provide appropriate legislation to assist the Chicago Board of Education. Pending actions by the federal government, the court froze \$55 million of federal funds which could have been used to help the Board.⁷⁹

The 7th Circuit Court of Appeals, on September 1983, affirmed Shadur's ruling. Congress moved to appropriate \$20 million for the Board's plan while the case was pending in the Court of Appeals. President Reagan on August 13, 1983, vetoed the bill. Following the Court of Appeal's ruling, Congressman Yates from Illinois was successful in submitting a non-vetoable continuing resolution for a \$20 million appropriation which became law and was signed on October 31, 1983. The passage by President Reagan of that appropriation allowed Judge Shadur to lift an order freezing federal education spending. The Executive Branch of the Federal government, however, continued its effort to lobby against

⁷⁷ Chicago Public Schools, Background Information on the Chicago Public Schools "Claim Against the United States for Desegregation Funding" (Chicago; Chicago Public Schools, 1984), p. 1.

⁷⁸ Ibid.

⁷⁹ Ibid.

any further funding for the Chicago Board of Education plan. This effort resulting in the Appellate Court on September 26, 1984, reversing itself in its stand in favor of Shadur's decision. In October 30, 1984, the Chicago Board of Education found that the \$20 million legislation would not be continued; in effect, a large number of special programs designed to "alleviate racial isolation" and provide equal educational opportunity for a now majority ethnic minority population were eradicated. Hit the hardest by this decision were the black and Hispanic schools which are racially isolated.⁸⁰

The preceding brief historical background concerning the Chicago Board of Education and the matter of desegregation of students presents the reader with a framework for understanding the development of the educational programs proposed by the Board and the political situation from which the Plan evolved.

A review of the literature pertinent to the four research hypotheses follows.

Summary of the Review of the Literature as Related to the Four Research Hypotheses

This study will document the involvement of Hispanic parents and community leaders with the Chicago Public Schools during the development and/or implementation of the desegregation plan. The hypotheses address (1) their measured involvement in the plan, (2) their measured assessment of the educational programs implemented as a result of the plan,

⁸⁰ Ibid. pp. 3-4.

(3) their choices for involvement of their children in the educational plan, (4) and their measured assessment of the role of bilingual education in the desegregation plan.

A discussion of select national and local findings focusing on the research pertinent to the four hypotheses follows.

Research Hypothesis 1

There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

Hypothesis 1 investigates the question: What is the measured involvement of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders, in the development and implementation of a desegregation plan? i.e., How involved have Hispanic parents and leaders been in desegregation plans?

Hawley, et al.,⁸¹ have the most up-to-date review of the research on school desegregation and the effectiveness of recent strategies to implement a desegregation plan. They suggest that the research on how the presence of a sizeable Hispanic population will affect the character of a desegregation process in both a two-race and three-race districts... is very sparse.⁸²

⁸¹ Willis D. Hawley, et al., Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, 9 vol (Nashville, TN.: Vanderbilt University : Institute of Policy Studies, Center for Educational and Human Development Policy, 1981)

⁸² Ibid.

The writer will begin with a selected review of the general literature on community involvement during the development and implementation of a desegregation plan.

Analysis of the desegregation process in Boston by Taylor and Stinchcombe⁸³ as well as by Eastabrook,⁸⁴ found that racial integration or school integration was supported by the same proportion of individuals before desegregation as after, despite the extensive protest and violence. McConahay and Hawley⁸⁵ and Slawaski⁸⁶ shows no noticeable difference in support for desegregation for those who have their children in public schools and those who do not.

The importance of community involvement in the development and implementation of a desegregation plan is stressed by numerous writers. Lorraine M. McDonnell and Gail L. Zellman⁸⁷ surveyed 131 community organizations in 40 desegregated school districts. They found that the involvement of all types of community groups, particularly during the planning stages, can assist in building broad-based public support for a

⁸³ D.G. Taylor and A. Stinchcombe, The Boston School Desegregation Controversy (Chicago: National Opinion Research Center, 1977).

⁸⁴ L.S. Eastbrook, "The Effect of Desegregation on Parents' Evaluation of Schools" (Ph.D. Dissertation, Boston University, 1980). Dissertation Abstracts International, 41, 6443a, 1980 (University Microfilms No. 80-1 3, 278).

⁸⁵ J.B. McConahay and W.D. Hawley, Reaction to Busing in Louisville: Summary of Adult Opinions in 1976 and 1977, (Durnham, N.C.: Duke University, Institute of Policy Sciences and Public Affairs, 1978).

⁸⁶ E.J. Slawski; "Pontiac Parents on Busing or Integration?" Education and Urban Society (August 1976) pp. 477-498.

⁸⁷ Lorraine M. McDonnell and Gail L. Zellman, "The Role of Community Groups Facilitating School Desegregation," paper presented at the annual meeting of the American Political Science association, New York, N.Y. August-September 1978.

desegregation plan. These groups, they found, can provide legitimacy to a desegregation plan and promote parental involvement in the schools.

Hawley, et al,⁸⁸ in a synthesis of existing research and commentary on Strategies for Effective Desegregation conclude that:

The effectiveness of school desegregation depends in large part on preparing members of the community for desegregation and involving them in developing and implementing the plan...School Administrators and community leaders may best encourage public support by emphasizing the educational opportunities that are associated with the plan... Desegregating districts should try to bring parents and other citizens to schools both before and after implementation of desegregation and involve them in educational and extracurricular activities.⁸⁹

Following is a selected review of the limited literature as it pertains to Hispanics.

Arias⁹⁰ believes that two of the most neglected aspects of Hispanic student desegregation are community participation and information dissemination. Case studies by Noboa indicate that "among Hispanics nearly half of those who are (aware) have grave misconceptions about desegregation."⁹¹

Baez, Fernandez and Guskin⁹² provide a case study of the desegre-

⁸⁸ Willis D. Hawley, ed., Strategies for Effective Desegregating (Lexington, Mass.: D.C. Heath and Co., 1983), pp. 87,88.

⁸⁹ Ibid.

⁹⁰ Beatriz M. Arias, "Hispanics and School Desegregation: Issues for the 1980's," paper, Graduate School of Education, U.C.L.A., 1979.

⁹¹ Abdin Noboa, An Overview of Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment (Washington D.C.: National Institute of Education, 1980), p.107.

⁹² Luis A. Baez, Ricardo R. Fernandez, and Judith T. Guskin, Safe-guarding the Rights of Hispanic Children during Desegregation of Milwaukee Public Schools: A Community Perspective (Milwaukee: Midwest National Origin Desegregation Assistance Center, University of Wisconsin), pp. 84-85.

gation process in Milwaukee's Public Schools. They credit the success of strong community participation, specifically the participation of Hispanic community members, to the openness of the desegregation planning process. This openness (according to Baez, et.al.) provided the opportunity for some equalization of power for minority groups who are usually not a part of this process by their willingness to attend meetings, to draft statements and proposals, and to work with other ethnic parent groups, as well as board members and school administrators. This was done in order to ensure that, at the very least, the legal rights of Hispanic children were not ignored or violated.⁹³

A number of investigations have been conducted on desegregation and the Chicago Public Schools. Havighurst⁹⁴ conducted a survey for the Board of Education of the City of Chicago in which he recommended that desegregation be phased in using volunteer measures. He did not specifically look at the perceptions of the Hispanic community. Koval and Fidel,⁹⁵ conducted a "Parents Needs-Perception Survey, Chicago Public Schools" for the Illinois State Office of Education. The survey indicated that of the three main racial ethnic groups (black, whites, Hispanics) Hispanic parents had more positive attitudes concerning racial diversity. Thirty-four percent of Hispanic parents surveyed indicated that they would like racial diversity and 61 percent indicated that they

⁹³ Ibid.

⁹⁴ Robert J. Havighurst, The Chicago Public Schools of Chicago: A Survey for The Board of Education for the City of Chicago (Chicago: Board of Education, City of Chicago, 1969).

⁹⁵ John P. Koval and Kenneth Fidel, Parents Needs Perception Survey Chicago Public Schools (Illinois: Illinois State Office of Education, March 1978).

would not mind. The level of education of the parents was not found to be a significant factor in their responses.⁹⁶

The National Opinion Research Center (NORC)⁹⁷ in November and December of 1981, conducted a telephone survey of a sample of parents of children in the Chicago Public Schools concerning their attitudes towards the desegregation plan of the Chicago Public Schools and their attitude concerning the schools their children attended. The Survey indicated that Hispanic parents were most favorable toward desegregation in the public schools (57%) as compared to black parents (54%) and white parents (40%) surveyed. A large number of Hispanic parents, however, indicated that their children were not participating in the free busing program (95%); the same was true for black parents (92%) as well as white parents (93%). A larger number of Hispanic parents were not familiar with the voluntary transfer program in Chicago (55%) as compared to black parents (50%) and white parents (38%). Of all the parents surveyed Hispanic parents were the least likely to have heard of magnet schools (77%) as compared to black parents (55%) and white parents (44%). Generally, Hispanic parents were divided in their opinion concerning busing children of all backgrounds to achieve desegregation (35% favoring, 34% opposing). When asked about moving children by bus in order to achieve desegregation, Hispanic parents mainly favored a move to a good school located about 20 minutes away by bus in a mostly white neighborhood (69%) or a mostly Hispanic neighborhood (72%). When asked

⁹⁶ Ibid.

⁹⁷ National Opinion Research Center, Chicago School District Desegregation Survey: Summary of Responses (Chicago: Chicago Board of Education, November-December 1981). pp. 1-22.

about a good school that is half white and half black located the same distance away but in a mostly black neighborhood, only 31% favored this type of situation. From these data it would seem that Hispanic parents in Chicago, contrary to popular belief, are not opposed to busing per se⁹⁸ but might not be familiar with the different options being offered in a desegregation plan.

Hispanic parents, in the Chicago Public Schools, although generally favorable towards the desegregation plan, from past studies, do not appear to have much knowledge of the Plan and alternative options being offered by the Plan.

In the next section, the writer will discuss the literature says about parents' assessment of the educational programs implemented as a result of a desegregation plan.

Research Hypothesis 2

There will be no significant difference in the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools of Mexican parents, Puerto Rican parents, and Other Hispanic parents and Hispanic leaders.

Hypothesis 2 investigates the question: What is the measured assessment of Hispanic parents and leaders of the educational programs affected and/or created during the implementation of a segregation plan? That is, do desegregation plans result in educational achievement for their children?

The Review of the Literature points to the reservation with which

⁹⁸ Ibid.

parents and community leaders, in general, and Hispanics, in particular, approach desegregation implementation and the programs which emerge from such efforts. In this section, we will, first, review selected studies of parent/community attitudes towards desegregation programs and, second, Hispanic parents/community reaction to desegregation programs as evidenced in the observations of various settings nationwide and in Chicago.

Gordon and St. John reviewed more than 120 studies concerning the relationship of school racial composition to achievement attitude and behavior of children. Based on these studies, they concluded that "biracial studies must be judged neither a demonstrated success nor a demonstrated failure."⁹⁹ Crain and Mahard¹⁰⁰ in reviewing 73 studies on the effects of desegregation on black achievement concluded that the difference in black test scores would probably be more noticeable in a positive manner, if it begins in the earliest grades and if the overall racial climate of the class is more positive. The United States Commission on Civil Rights¹⁰¹ did not find a difference between the performance of white students in desegregated classes as opposed to white students in all white schools.

⁹⁹ Aspira of America Inc., Trends in Segregation of Hispanic Enrollment, Vol. 2: Desegregation and the Hispano in America (Washington D.C.: National Institute of Education, 1980), p. 54, quoting Edmund Gordon and Nancy St. John, 1979, p. 9.

¹⁰⁰ Hawley, et al., Assessment, Vol. 5: A Review of the Empirical Research on Desegregation: Community Response, Relations and Resegregation by Rossell, et al., p. 174, quoting Robert L. Crain and Rita E. Mahard, 1977, p. 1.

¹⁰¹ U.S. Commission on Civil Rights, Racial Isolation in the Public Schools (Washington D.C.: U.S. Government Printing Office, 1967).

Despite the evidence supporting positive attitudinal changes concerning desegregation plans, some of these studies show that there are strong parental fears about the outcome of school desegregation on academic performance. McConahay and Hawley¹⁰² found that in Louisville these fears had increased as the plan developed. For example, among those parents opposed to busing to achieve racial desegregation (overwhelmingly white), there had been an increase between 1976 and 1977 of those parents who believed that busing reduces the quality of education (78 to 81 percent). In this same group, there had been a substantial increase (from 38 to 51 percent) in the proportion of parents believing that "the difference in learning ability between most blacks and most whites is so great that neither group benefits from going to school together."¹⁰³ Among those supporting busing to achieve racial desegregation (overwhelming black), the proportion who believed that busing "hampers the quality of education" had decreased from 32 to 22 percent as well as the proportion believing that "the difference in learning ability between most blacks and most whites is so great that neither group benefits from going to school together" had decreased from 12 to 5 percent.¹⁰⁴

Sobel and Beck¹⁰⁵ produced similar findings in a survey of black

¹⁰² J.B. McConahay and W.D. Hawley, Reactions to Busing in Louisville: Summary of Adult Opinions in 1976 and 1977 (Durham, N.C.: Duke University, Institute of Policy Science and Public Affairs, 1978).

¹⁰³ Ibid.

¹⁰⁴ Ibid.

¹⁰⁵ M.J. Sabol and W.W. Beck, "Perceptions of Black Parents in an Undersegregated Subdistrict of an Integrated School System," Urban Education (December 1978): 411-422.

parents conducted in Dallas in early 1977. At that time, the Dallas school system had desegregated four of its six subdistricts. One of those subdistricts not desegregated remained 97 percent black. Black parents in this district felt that mixed schools offered better educational opportunities than segregated schools. Furthermore, the study found that those black parents whose children were attending mixed schools were significantly happier with their schools than those parents who said their children were in segregated schools.¹⁰⁶

It should be noted that according to the literature review the use of magnet schools as a mean to desegregate has proven to be successful as a whole. Two surveys which were administered to parents of children attending magnet schools in St. Louis showed how satisfied parents were with the quality of education in the magnet schools. The result of the "Magnet/Pilot Parent Questionnaire"¹⁰⁷ and the "Parent Participation Questionnaire"¹⁰⁸ showed that, if educational alternatives such as magnet schools are used, both parents and community will become more involved in the educational process as well as be more satisfied with the education their children are receiving. This satisfaction occurred independently of race and did not appear to be negatively influenced by bus-
ing.¹⁰⁹

¹⁰⁶ Ibid.

¹⁰⁷ Robert L. Loveridge, "Parent Perceptions of Magnet Schools as a Method of Segregation," paper presented at the annual meeting of the American Research Association, 1978, Toronto, Canada. (Bethesda, MD.:ERIC Document Reproduction Service, ED 170 384, 1982).

¹⁰⁸ Ibid.

¹⁰⁹ Ibid.

In a survey of parents' and students' opinions regarding the quality of education in the desegregated school system of Seattle, Washington in 1978-1979,¹¹⁰ parents responding to the survey generally indicated satisfaction with most of their children's education. This study also showed a higher level of parent satisfaction among those children enrolled in educational program options, i.e., magnet schools. Bused students whose parents indicated an adequate amount of bus supervision tended to have more favorable views of their educational experiences. According to this survey, increased awareness of other ethnic group as well as other cultures appeared to be related to higher parent satisfaction and more positive student attitudes.¹¹¹

The Education Commission of the States¹¹² conducted a massive study which concluded that students of Hispanic background are consistently below their peers in the rest of the nation in all academic studies. Of the 16,000 Hispanic students studied, a great number of them were in lower grade levels than their appropriate age levels. For example, at age 9, most U.S. students (75.3 percent) are in the fourth grade, only 68.6 percent of the Hispanic students are there, nearly 29 percent are still in third grade. At age 13, 71.8 percent of the students are in the eighth grade, only 53.3 percent of Hispanics are there,

¹¹⁰ Hugh Walkup, Desegregation Evaluation Progress Report: Parent and Student Survey Responses: Report No. 79-17, Seattle, Wash.: Seattle Public Schools, Dept. of Planning, Research, and Evaluation, (Bethesda: Md.: ERIC Document Reproduction Services, ED 209 371, 1982).

¹¹¹ Ibid.

¹¹² The National Institute of Education, Desegregation and Education Concerns of the Hispanic Community: Conference Report, June 26-27, 1977 (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1977). P. 11 quoting The Education Commission of the States, 1977.

more than a third of them are still in the seventh grade. At age 17, 73.2 percent of all students are in the 11th grade as compared to 53.9 percent of Hispanics, as opposed to 76 percent white and 61 percent black students. Those statistics are used to indicate the cumulative effects of past neglect in arguing for providing equality of access as well as services and opportunity for the Hispanic and other language minority children.¹¹³

Aspira,¹¹⁴ in their research of the literature concerning the effects of desegregation on students, school, and community found that for the most part, whites are less affected by the type of school they attend than are minorities. In fact, according to Orfield's study of the research, there are no apparent education gains when poor white and black or Hispanic children are placed together.¹¹⁵ St. John's review of the literature showed that the greatest gains are observed in schools where integration occurs between minority children and white middle class children.¹¹⁶

Rossell et al., in their review of the literature concerning the effects of desegregated schooling on Hispanic students found that there is a sparcity of studies dealing with the Hispanic students and academic achievement. Whatever studies there are, show similar patterns as to

¹¹³ Ibid.

¹¹⁴ Aspira of America, Inc., Desegregation and the Hispano in America p. 53.

¹¹⁵ Gary Orfield, Must We Bus? (Washington D.C.: The Bronlungs Institute, 1978), p. 69.

¹¹⁶ Nancy H. St. John, School Desegregation Outcomes for Children (New York: John Wiley and Sons, Inc., 1975), p. 156.

those of black and white students.¹¹⁷

The Coleman¹¹⁸ report showed that Hispanic students achievement test scores were higher in schools with more white students. Mahard and Crain,¹¹⁹ using the data from the National Longitudinal Study (NLS) of the high school graduating class of 1972, made a second study; in this study, they found a positive correlation between attending a predominantly white schools and the achievement of students of Mexican-Americans, Puerto Rican, and Cuban descent. Morrison¹²⁰ studied the educational achievement of white, Mexican-American, and black students in a large urban system. He found that the achievement levels for Mexican-American students were higher in desegregated schools. When Hispanics were first desegregated in grade three, these students had lower test scores than those in segregated schools; by the time they were in the eighth grade, they were slightly over one year ahead. He also found that the effects of desegregation and achievement were stronger for Hispanics than for blacks.¹²¹

Aspira,¹²² in an ethnographic case study of two school districts, analyzed and documented the process and the impact of school desegrega-

¹¹⁷ Rossell et al., A Review of the Empirical Research on Desegregation, pp. 152, 153.

¹¹⁸ Ibid. p. 185, quoting Coleman et al, 1966, Table 3.23, p 310.

¹¹⁹ Ibid. quoting Mahard and Crain, 1980.

¹²⁰ Ibid. quoting Morrison pp.viii and 120.

¹²¹ Ibid.

¹²² Aspira America, Inc. Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment: Vol 2, Ethnographic Case Studies, Final Report (New York: Aspira, Inc., 1979).

tion in the Hispanic community. One district analyzed was in the East and the other one in the West. Each district was in a white-controlled, tri-ethnic community and was undergoing its second year of successful implementation of court ordered school desegregation. The districts had an enrollment from 20,000 to 150,000, of which 15 percent to 25 percent was Hispanic students and no more than 30 percent was black. Data reviewed came from participant observation, interviews, literature reviews, census reports, and city planning studies. Aspira found that in both districts, the full implementation of the desegregation plan resulted in the loss of white enrollment and was followed by increased racial differences and conflicts. Further, Hispanic students were less likely to be in a supportive learning environment after desegregation. The court-ordered plan, curtailed specially targeted minority programs such as bilingual education. A number of Hispanics perceived desegregation to be detrimental to bilingual education programs.¹²³

A survey of parent attitude¹²⁴ toward desegregation of the Chicago Public Schools was conducted in 1981 among more than a thousand white, black, and Hispanic parents in Chicago. Findings showed no significant differences in answers given by three diverse ethnic groups. Although parents favored school desegregation in general, they rejected busing and mandatory desegregation programs. They favored neighborhood schools and voluntary desegregation plans. The findings showed that most parents did not believe that desegregation would increase academic

¹²³ Ibid.

¹²⁴ National Opinion Research Center, The Chicago School District Desegregation Survey (Chicago; Board of Education, City of Chicago, November-December 1981).

achievement nor that it would help their children get along with children of other races. More than half of them suggested that busing would cause white middle-class parents to leave Chicago.¹²⁵

This brief background on the assessment of educational programs implemented as a result of a desegregation plan shows us that, nationally, there is a sparcity in data available which address the Hispanic community. Locally, the National Opinion Research Center (NORC)¹²⁶ study cited previously showed that parents of Chicago Public School children interviewed generally had favorable attitudes toward desegregation (57% in favor as compared to 54% black and 40% white parents surveyed), they also showed that Hispanic parents were the least likely to know about voluntary busing plan and magnet schools. Hispanic parents in the Chicago Public Schools, when asked about their opinion of the public schools their children attend were positive at a higher level than black or white parents. Forty-five percent of the Hispanic parents surveyed designated their schools as "good" while 40 percent of the white parents and 35 percent of the black parents did the same. Twenty-two percent of the Hispanic parents designated their schools as "excellent" while 18 percent of the white parents and 9 percent of the black parents designated them accordingly. When asked about how satisfied or dissatisfied they were with the teaching of reading, arithmetic, science, and other basic skills, 82 percent of Hispanic parents answered that they were "satisfied" as opposed to 73 percent of the white parents and 78 percent of the black parents. When asked about "having

¹²⁵ Ibid.

¹²⁶ Ibid.

good contact between parents and teachers," 88 percent of the Hispanic parents responded that they were "satisfied" while 82 percent of the white and 79 percent of the black parents answered accordingly.¹²⁷ It should be noted that at the time that the survey was conducted, most Hispanic students were in segregated schools, i.e., racially isolated schools, and not generally involved in special desegregation programs.

The Chicago Public Schools plan is, however, voluntary in nature, i.e., not mandatory. Further, bilingual programs in the Chicago Public Schools are state-mandated. Judicial precedent show how these programs are protected by the courts in a desegregation case.

The following section will deal with the choices Hispanic parents make for involvement of their children in the educational process during implementation of the desegregation plan.

Research Hypothesis 3

There will be no significant difference among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the educational process during implementation of the desegregation plan.

Hypothesis 3 investigates the question: What are the differences among the choices for involvement of their children in the educational process during the implementation of the desegregation plan:, i.e., How do Hispanic parents and Hispanic leaders choose to involve their children in a desegregation plan? Do they choose to bus their children? Do they choose magnet schools? What kind of education program do they pre-

¹²⁷ Ibid.

fer?

The literature on how parents and community leaders choose to participate in a desegregation program is vast as it relates to blacks and whites, but extremely limited as it pertains to Hispanics. Because the Chicago Public Schools' Plan is of a voluntary nature, these sections will provide a cursory review of the general literature focusing on voluntary desegregation experiences and comment on the available literature on Hispanics.

A major issue of general concern during desegregation efforts has been whether voluntary desegregation plans can be designed so that they effectively reduce racial isolation. Rossell¹²⁸ finds that voluntary desegregation plans, including plans which encompass magnet schools, cannot reduce racial isolation more than a few percentage points in such school districts which are more than 30 percent minority. Magnet schools can, however, produce significant desegregation in school districts which are less than 30 percent minority, according to Rossell. In such a case, school districts only need a small proportion of white volunteers in order to desegregate.¹²⁹ Larson¹³⁰ finds, on the other hand, that voluntary magnet schools did not make a significant difference in reducing segregation in Montgomery County, Maryland where the school district was less than 30 percent minority.

¹²⁸ C.H. Russell and J.M. Ross, "The Long Term Effect of Court Ordered Desegregation on Student Enrollment in Central City Public School Systems: The Case of Boston, 1974-1979," Report proposed for the Boston School Department, Boston University, 1979.

¹²⁹ Ibid.

¹³⁰ J.C. Larson, Tokoma Park Magnet School Evaluation (Rockville, M.D.: Montgomery County Public Schools, 1980).

The Taylor and Stinchcombe¹³¹ and Eastbrook (1980)¹³² analyses of Boston found that despite the extensive protest and violence, racial integration or school integration, or both, were supported by the same proportion of individuals before and after desegregation. McConahay and Hawley¹³³ and Slawski (1976)¹³⁴ show little difference in support for racial or school integration between individuals who have their children in public schools and those who do not.

National surveys indicate that the problem of busing begins to lessen by the second year of implementation. For example, in the Louisville-Jefferson County,¹³⁵ 70 percent of the respondents indicated that busing was the most important problem facing the community at the end of its first year of desegregation (1975-76). By the end of the second year, only 48 percent of the respondents had the same response.¹³⁶

The Ross study of Boston,¹³⁷ and the McConahay and Hawley study of Louisville, show that white parents with school-aged children participating in the desegregation plan have greater support for desegregation at the end of the first year than parents of preschool children who are

¹³¹ Taylor and Stinchcombe, The Boston School Desegregation Controversy.

¹³² Eastbrook, "The Effect of Desegregation on Parent's Evaluation of Schools."

¹³³ McConahay and Hawley, Reaction to Busing in Louisville.

¹³⁴ Slawski, "Pontiac Parents for Busing or Integration?"

¹³⁵ McConahay and Hawley, Reaction to Busing in Louisville.

¹³⁶ Ibid.

¹³⁷ J.M. Ross, "Resistance to Racial Change in the Urban North: 1962-1968" (Ph.D. dissertation, Harvard University 1973).

not participating in the desegregation plan. Ross' study indicates that those white parents whose children were bused during Phase I (1974-75) of Boston's desegregation plan were (in general) more certain that black children benefitted from integration; they were less certain about the negative effect of school desegregation on white children than those with preschool children. In Louisville, the proportion of parents with intentions of not enrolling their preschool children in public schools was four times greater for those with no school-aged children than for those whose children were already enrolled in the public schools.¹³⁸

The Center for Education and Human Development Policy¹³⁹ in its Review of the Empirical Research on Desegregation..., Volume 5, summarizes empirical research findings by suggesting that:

- Mandatory reassignment of white students to minority schools reduces racial isolation while increasing white protest and white flight.
- Voluntary reassignment of white students reduces white protest and flight, but has little effect on racial isolation.
- Magnet-mandatory plans effectively reduce racial isolation.
- Desegregation at earliest grades holds the greatest promise for increasing minority

¹³⁸ Ibid.

¹³⁹ Rossell, et al., Review of Empirical Research, pp. 71-72.

achievement, improving race relations,
and affecting racial prejudice.

- Mandatory metropolitan plans have less white flight than city-only plans.
- Leadership support for school desegregation does not influence white flight or protest.
- Leaders support desegregation, generally, when it is minimal and does not involve mandatory white reassignment.
- Positive media coverage of school desegregation the year before implementation influences white flight (by lessening white flight).¹⁴⁰

There is little or no research available concerning the reactions of white parents to having their children attend schools with Hispanic children (as opposed to black students). According to Aspira,¹⁴¹ Hispanic resistance to desegregation plans have more to do with the way the plan is actually implemented or the "remedy" than to school desegregation per se. They, as well as other Hispanic advocacy agencies, contend that a large number of desegregation plans have jeopardized special programs for Hispanics. Very often Hispanic students have been dispersed in small numbers without providing them with an adequate instructional program or additional support program.¹⁴² Hispanic students have also been classified in a different manner in desegregation plans in the

¹⁴⁰ Ibid.

¹⁴¹ Aspira, Inc, Desegregation and the Hispano.

¹⁴² Ibid.

United States. They have been grouped as one cluster included under "minority," while in other instances they have been classified as "non-black" or as "white." They have been used as "whites" to desegregate all black schools, a practice which has consistently been held to be illegal by courts and the Office of Civil Rights.¹⁴³

Fernandez and Guskin find that "little or no attention is usually paid to the linguistic and cultural needs of Hispanic students in the selection and location of magnet schools or specialty schools. Consequently, they are excluded from effective participation because no attempt is made to accomodate them in planning these schools."¹⁴⁴ The Chicago Public Schools 1981 National Opinion Research Center Study (NORC) found that Hispanic parents were the least likely to have heard of magnet schools (77%) as compared to black parents (55%) and white parents (44%). This was also true of all other specialty programs that were being implemented by the Plan. For example, 55 percent of the Hispanic parents were not familiar with the voluntary transfer program in Chicago, as compared to black parents(50%) and white parents (38%).¹⁴⁵

The national surveys and local surveys indicate that, over time, there appears to be an acceptance of school desegregation; the problem of "busing" appears to lessen by the end of the first year; in desegregated school systems, parents with some children attending public

¹⁴³ Ibid.

¹⁴⁴ Ricardo R. Fernandez and Judith T. Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, Willis D. Hawley, ed. (Beverly Hills, Ca: Sage Publications, 1981) p. 121.

¹⁴⁵ NORC, The Chicago School District Desegregation Study.

schools are more likely to enroll their preschool children in a desegregated school; magnet schools seem to assist in desegregating a school system; Hispanic parents for the most part are not opposed to desegregation programs per se but to some remedies. Although, the literature on Hispanic choices for involvement of their children in a desegregation program is sparse, it is evident by their present level of isolation that their level of participation is not very large.

As has previously been noted in this study, Hispanic students are in some measures more segregated than black students. In addition, Hispanic children face educational problems that cannot be overlooked. The National Assessment of Educational Progress in May 1977 issued the first nationwide study of Hispanic educational gain. This study, covering 1971-1975, reported large gaps in achievement scores in all subjects tested. In addition, a far higher failure rate was reported than any other group. These conditions were reported as worst in the northeast, where these students were more segregated.¹⁴⁶

The following section will examine the role of bilingual education as it relates to desegregation programs.

Research Hypothesis 4

There will be no significant difference in the measured assessment of the role of bilingual education in a desegregation plan of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

Hypothesis 4 investigates the question: What is the measured

¹⁴⁶ Gary Orfield, Must We Bus? p.229, citing Washington Post, May 21, 1977.

assessment of Mexican parents, Puerto Rican parents, Other Hispanic parents and Hispanic leaders of the role of bilingual education in the area of desegregation? Do they agree that limited English proficient (LEP) students should receive bilingual education? Should provisions for a bilingual education program be made in a desegregation plan? If so, what kind of bilingual education plan should be implemented?

During the last decade, the national origin minority (NOM) population has grown into a strong and assertive social force. This is particularly the case with Hispanics.

According to the 1980 Census, of the 14.6 million Spanish-origin persons counted, 11.1 million reported to speaking Spanish at home¹⁴⁷ A 1979 Census Bureau survey of language indicated that 93 percent of Hispanic adults reported that Spanish was their primary language as they grew up. Although they reported the use of the Spanish language on a regular basis, about one-half reported English to be their main language.¹⁴⁸ For Hispanics, language seems to be the main characteristic shared with each other.

The issue of bilingual education as it interfaces with desegregation is still being debated. The general consensus by most authors is that bilingual education need not be opposed to desegregation and can be provided in integrated settings.¹⁴⁹

The term "bilingual programs" refers to school programs which are

¹⁴⁷ Ford Foundation, Hispanics: Challenges and Opportunities (New York, NY: Ford Foundation, June 1984), p.40.

¹⁴⁸ Ibid.

¹⁴⁹ H.Teitelbaum and R.J. Hiller, "Bilingual Education: The Legal Mandate," Harvard Educational Review, 1977, 47, pp. 138-170.

designed to use two languages as a medium of instruction. This program of instruction has been advocated for the linguistically different child or the national origin minority child of limited English proficiency. A review of the literature, however, shows that there is very little empirical research on how desegregation affects educational outcome in the national origin minority or the Hispanic population or how the presence of a sizeable Hispanic population will affect the character of a desegregation plan which has traditionally focused on the needs of black students.¹⁵⁰ Hispanics have, within the last few decades, been involved in desegregation plans in order to protect the rights of limited English proficient students (LEP) and, as such, to insure that bilingual programs are properly implemented. The nature of bilingual education program delivery demands that students be moved in sufficient numbers so that programs may be properly implemented. Consequently, bilingual education programs may be perceived as having a segregative effect¹⁵¹

National findings on the need for bilingual education based upon studies funded by the Bilingual Education Act¹⁵² showed that

- Approximately 28 million people in the United States in 1976 had a language other than English. Of this group an

¹⁵⁰ See Rossell, et al, A Review of the Empirical Research on Desegregation.

¹⁵¹ Ricardo R. Fernandez and Judith T. Guskin, "Hispanic Students and School Desegregation," pp.107-136.

¹⁵² U.S. Department of Education, The Condition of Bilingual Education in the Nation 1982: A Report from the Secretary of Education to the President and the Congress (Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1982), pp. 7, 9.

estimated 5.8 million were school-aged children 4 to 18.

- Language minority people are mainly native born. About two-thirds of that total number were from this country and its outlying areas.
- More than a third of all language minority people have Spanish as their language background.
- About 3.6 million language minority school-aged children were LEP in 1978.
- Three-quarters of the LEP children were born in this country or its outlying areas.
- The population of LEP children is concentrated in three states, California, New York and Texas accounting for two-thirds of these children in 1978.
- The number of language minority people in the United States is projected to increase by double the amount of the general population between 1980 and the year 2000 due to the projected growth of the Hispanic population.
- The number of language minority children in the

United States is projected to increase by the year 2000 by 40 percent; Spanish language background children by more than 50 percent. The general school age population increase is projected at 16 percent.¹⁵³

From these data, it is evident that bilingual education is a growing force in national politics. Further, bilingual education has proven to be a very positive force in the Hispanic community. This is evident from the Hispanic community's involvement in desegregation cases in order to save bilingual education programs. It appears that, eventhough bilingual education is often mandated by the state and there are local regulations for LEP students, most Hispanic parents will endorse such a program for their children.¹⁵⁴

The growing number of Hispanic children in the public schools and the fact that these children have been recognized in some Appellate Court Jurisdictions as a distinct class of students, means that many school districts will design desegregation plans which may aim to end the racial isolation of national origin minority (NOM) students, as well as treat the linguistic needs of those NOM students who happen to be of limited English proficiency (LEP). Cardenas,¹⁵⁵ previously argued against the presumed differences between desegregation and bilingual

¹⁵³ Ibid.

¹⁵⁴ Russell, et al.; A Review of the Empirical Research on Desegregation p. 288.

¹⁵⁵ Cardenas, "Bilingual Education, Segregation, and a Third Alternative."

education, making practical suggestions for implementation of both mandates at operational level, e.g., the school and classroom levels. Carter¹⁵⁶ argues for interfacing bilingual education and school desegregation. His review of the literature revealed that bilingual education and school desegregation can be compatible; even though historically, desegregation has dispersed minority students and bilingual education programs have concentrated them. According to Carter, a field study of school districts in California and Arizona provided insights into developing bilingual education in desegregated schools. He encourages the development of a "master plan" and the provision of methods to encourage both LEP students and English-speaking students to participate in bilingual education. He also stresses the "critical mass" movement of LEP students and the provision of adequate staffing.¹⁵⁷

Gonzalez¹⁵⁸ points out the lack of dialogue between black and Hispanics in order to promote greater understanding of each other's perspectives. Further, he contends that bilingual education has been left "unaltered" while society has tried to deal with the white/black issues during the last 25 years. Remedies to achieve quality education according to Gonzalez, deal with the NOM and LEP issues.¹⁵⁹

The legal issues pertaining to bilingual education and its rela-

¹⁵⁶ Thomas P. Carter, Interface Between Bilingual Education and Desegregation: A Study of Arizona and California, (Bethesda, Md.: ERIC Document Reproduction Services, ED 185-215, 1972).

¹⁵⁷ Ibid.

¹⁵⁸ Josue M. Gonzalez, Bilingual Education in the Integrated School (Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1979).

¹⁵⁹ Ibid.

tionship to school desegregation are discussed at length by Teitelbaum and Hiller¹⁶⁰ Roos.¹⁶¹ In their studies, they review major cases related to bilingual education and desegregation. They consistently argue that both issues are compatible; the crux of the problem, they contend, might lie in implementation of such integrated programs due to cost factors, administrative problems, personnel involved, and other issues.

Castellanos,¹⁶² in a paper commissioned by the National Project and Task Force on Desegregation Strategies, argues that school desegregation can not continue to be solely a black/white issue. He points to the demographers' prediction that Hispanics will be the largest minority in the United States at the turn of the century. He also argues for integrated bilingual education programs and the avoidance of isolation of Hispanic students.

Burry,¹⁶³ in examining bilingual education evaluation, and desegregation and the rights of Hispanics in the Los Angeles case, argues for the establishment of a critical mass of bilingual students as well as for the participation of non-LEP students in a program of bilingual instruction.

¹⁶⁰ H. Teitelbaum and R.J. Hiller, "Bilingual Education: The Legal Mandate," Harvard Educational Review, 47 (1977): 138-170.

¹⁶¹ Peter D. Roos, "Bilingual Education: The Hispanic Response to Unequal Educational Opportunity," Law and Contemporary Problems 42 (April 1978): 111-140.

¹⁶² Diego Castellano Desegregation of Hispanics and its Implication: A Critical Issue for the 1980's. A Paper Commissioned by the National Project and Task Force on Desegregation Strategies, 1979 (Bethesda, Md.: Document Reproduction Services, E.D. 206 786, 1982).

¹⁶³ James Burry, Evaluation in Bilingual Education, Desegregation and The Rights of Hispanic Students The Los Angeles Case (Bethesda, Md.: ERIC Document Reproduction Services, Ed 183 586, 1982).

Orfield¹⁶⁴ offers arguments against segregated bilingual programs after reviewing Hispanic discrimination over the past years. He urges for reconciling the educational needs of Hispanic children within the framework of integration. He further raises the issue as to whether Hispanic and other NOM groups should be considered minorities for purposes of desegregation planning. These groups, according to Orfield, may not have been subjected to discrimination in the same manner and intensity as blacks.¹⁶⁵

Zirkel,¹⁶⁶ on the other hand, argues that in Hartford, Connecticut, where concentrations of Puerto Rican students and black students are found in segregated school settings and where the two ethnic groups constitute a majority in the city, Puerto Rican students suffer from more severe disparities than black students in terms of verbal academic achievement, educational enrollment, and self-concept. This disparity, he claims, is due to overcrowded housing conditions and ill health. Thus because desegregation and bilingual education are both crucial to minority students, he warns that "when and how to implement each remedy must be carefully considered."¹⁶⁷

In 1978, the National Institute of Education (NIE)¹⁶⁸ commissioned

¹⁶⁴ Gary Orfield, Must We Bus? (Washington D.C.: The Brookings Institution, 1978), pp. 198-229.

¹⁶⁵ Orfield, Report to the Honorable Judge Paul Edgley, presented to the Superior Court, State of California, County of Los Angeles, case no. 822-854, 14 November 1978.

¹⁶⁶ Paul A. Zirkel Bilingual Education and School Desegregation: A Case of Uncoordinated Remedies, (Bethesda Md.: ERIC Document Reproduction Services ED 213 537, 1982).

¹⁶⁷ Ibid.

three major studies dealing with desegregation and its impact on bilingual programs.

- Carter and Segura¹⁶⁹ looked at the problems of implementing bilingual programs in desegregated schools in California and Arizona. They did not find an inherent conflict or contradiction between desegregated bilingual education. They did, however, see an increasing confusion in directives pertaining to the implementation of bilingual directives. They also found that community attitude towards desegregation and bilingual education is pertinent and should be included in any study.

- Noboa,¹⁷⁰ based his analysis of data, collected by OCR between 1968 and 1976, on elementary schools in the United States with an enrollment of 3,000 or more students and with at least a 5 percent Hispanic population. He concluded that Hispanics became more segregated after the implementation of school desegregation plans. In 1976, nearly 80 percent of all Hispanics enrolled in the United States schools were enrolled in less than 5 percent of the nation's school districts, a level of segregation nearly twice that of blacks for the same year.

-Martin,¹⁷¹ views the concerns of migrant children and the effect

¹⁶⁸ See Fernandez Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, pp. 116-118.

¹⁶⁹ Thomas P. Carter and R.D. Segura, Workable Models of Bilingual Education in Desegregation Settings: An Exploratory Study of Arizona and California (Sacramento, Calif.; State University, 1979).

¹⁷⁰ Abdin Noboa, An Overview of Trends in Segregation of Hispanic Students in Major School Districts Housing Large Hispanic Enrollment (Washington D.C.: National Institute of Education, January 1980).

¹⁷¹ T. Martin, The Interface Between Desegregation and Bilingual Edu-

desegregation has on them.

The potential impact of a proposed desegregation plan on bilingual education in the Chicago Public School was studied by Noboa and Fernandez.¹⁷² A major finding of this study is that Hispanic school children would have the major burden of being bused had the proposed plan been implemented. It also points out that a large number of bilingual programs would be eliminated due to the nonclustering of language minority groups. The Chicago Public Schools did consider this in designing its desegregation plan. Because the desegregation plan was voluntary, bilingual programs have remained virtually intact.

It should be noted that desegregation plans have dealt with tri-ethnic populations, i.e., blacks, whites, and Hispanics; in such cases, there are NOM children who can be of limited English proficiency, and therefore, members of a distinct linguistic minority with a set of different remedies than the Hispanic English-dominant child. In these cases, it has been recognized by the courts that LEP membership is based on language skills and therefore a child is not a permanent member of the class. Consequently, the bilingual remedy is not applicable to all Hispanic children.¹⁷³

ation as it Affects Hispanic Migrant Children (Raleigh, N.C.: Association of Farmworker Opportunity Program).

¹⁷² A. Noboa and R.R. Fernandez, An Analysis of the Regional OHEW Office of Civil Rights Feasibility Study and its Impact on Special Language Programs for Hispanic Students in the Chicago School District (Austin, Tx.: University of Texas, Chicano Research Center, 1981).

¹⁷³ Gonzalez, Hispanic Bilingual Education and Desegregation, pp. 111-114.

The argument over what type of education is best suited for a student of limited English proficiency has been a source of debate by the general community as well as in the courts. With the Lau¹⁷⁴ decision, a large number of states have mandated transitional bilingual programs, i.e., instruction in the native language and English, shifting gradually to English instruction. A large number of researchers as well as community members and leaders have argued for integrated education, suggesting the establishment of maintenance bilingual education programs (instruction in both English and Spanish regardless of language fluency) to facilitate the integration of the non-LEP student in the classroom.

Researchers point to the Milwaukee, Wisconsin desegregation case where parents and community activists worked toward ensuring that bilingual education programs remain intact.

Advocates of the English-only approach usually point to English as a second language instruction, i.e., instruction in English as a second language for one or two periods a day or to a program of intensive instruction in the English language for most of the day. It should be pointed out, however, that traditionally all programs of bilingual instruction have considered English as a second language an inherent part of its program.¹⁷⁵

Gray¹⁷⁶ in her investigations about the "Attitudes of Mexican and

¹⁷⁴ Lau v. Nichols 414 U.S. 563, 1974.

¹⁷⁵ See Cardenas, Gonzalez, Fernandez, et al.

¹⁷⁶ Deborah D. Gray, "Attitudes of Mexican and Puerto Rican Parents Towards Bilingual Education," M.A. thesis, Chicago State University,

Puerto Rican Parents Toward Bilingual Education" in the Chicago Public Schools found an overwhelming agreement with bilingual education programs. She surveyed 150 Mexican parents and 150 Puerto Rican parents of elementary schoolchildren currently enrolled in a program of bilingual instruction. Her findings concluded that the parents understood the philosophy and goals of the bilingual program; at least half of the parents participated in supplementary program activities; most have positive opinions toward bilingual programs; and a large number agree that these programs help their children in both the academic areas and the development of their self-concepts. Responses to questions were very positive. For example, when parents were asked if "Bilingual education helps Spanish-speaking children have good self-concepts," 86 percent of the Mexican parents responded that they agreed, while only 6 percent disagreed and 8 percent were undecided. When asked if "Bilingual education will help Spanish-speaking children achieve at a higher level," 100 percent of the Mexican parents agreed, while 82 percent of the Puerto Rican parents agreed, and 18 percent of the Puerto Rican parents were undecided. When asked if "My children are making better progress in the bilingual program than he/she did in the regular program at the school," 100 percent of both Mexican and Puerto Rican parents agreed with this statement. This study showed an overwhelming endorsement for bilingual programs.

In examining preference for a maintenance or a transitional program, Gray found that 76 percent of Puerto Rican parents preferred a

language maintenance program which was significant at the $p < .05$ level of confidence. Mexican parents, on the other hand, responded that 56 percent preferred a transitional language program, and 44 percent preferred a maintenance program. Consequently, Mexican parents were somewhat divided in their preference for maintenance and transitional programs, while Puerto Rican parents overwhelmingly opted for maintenance programs.¹⁷⁷

In examining the literature of bilingual education in the context of desegregation, the writer found that generally there should not be a dichotomy between both issues. Where there is a problem, the problem stems from misunderstanding, poor interpretation of the legislation, or a lack of information or dissemination of appropriate information, i.e., in the target language of the communities the school population serves. The literature also shows that bilingual education is generally accepted by the Hispanic population as a means to achieve equality of educational opportunity for their children and that the constituents are willing to ask their local educational agencies and/or the courts to establish and/or uphold bilingual education programs.

The next section will examine the strategies for effective community involvement in order to bring about educational change. It will also focus on the "linkage" model which is proposed in this study.

¹⁷⁷ Ibid., pp 22-41.

A Selected Literature Review
of Pertinent Models for Community Involvement
in Order to Effect Educational Change

The effective participation of parents and community leaders is recognized as an essential part in the process of developing and implementing a desegregation plan that will be accepted as a whole by the general community. The participation of Hispanics, in particular, is essential in order to reach an understanding as to the nature of desegregation. For the most part, they need to be assured that desegregation plans will not dissolve important programs such as bilingual education programs which, as we have seen in the Review of the Literature, are seen as an integral part of Hispanics' quest for equal educational opportunity.

Authors involved in the research of Hispanics (such as Baez, Fernandez, Gonzalez, and Noboa) caution against not involving Hispanics in the desegregation process. Their noninvolvement, they believe, will lead to discontent and a general feeling that desegregation is against their children's educational needs. The involvement of Hispanic parents must take in some nontraditional approaches which will attract parent participation and support assistance in terms of personnel, translations, and generally providing parents with data and resources that are easily understood.¹⁷⁸

¹⁷⁸ see Fernandez and Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, pp.124-127

Davis¹⁷⁹ in Communities and their schools addresses the importance of parents and citizens participation at the school site level in order to understand their limits of participation, to identify decision-makers, and to create alliances and networks which allow for access of information and influence. He, however, points out that the current forms of participation of citizens must lead to some results and suggested a third-party, problem-solving model.

Hawley, et al.,¹⁸⁰ stress the importance of supportive community leadership. They point to the J.G. Hayes and Taylor and Stinchombe studies which suggest that in order to minimize negative reaction to the desegregation process, leadership activities should originate and be based at the grass-roots level. These neighborhood religious or social groups can more effectively reach members on an individual basis. Although they feel that the opinions of local and public officials can assist in accepting the plan, it is the grass-roots leader who can effectively influence opinion in such instances as antibusing issues.¹⁸¹

Hawley, et al.¹⁸² in their review of the leadership role concerning leadership support for school desegregation, found that such support had no relationship to white flight or to protest. This, they pose,

¹⁷⁹ Don Davis, Communities and Their Schools (New York: McGraw Hill 1981).

¹⁸⁰ Willis D. Hawley, ed., Strategies for Effective Desegregation (Lexington, Mass.: D.C. Heath and Company, 1982).

¹⁸¹ Ibid. p. 83.

¹⁸² Center for Education and Human Development Policy, Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, 5: 71.

might be due to the lack of leadership support for mandatory desegregation. Leaders, it is found, tend to come out in support of desegregation only when it is minimal and when it does not involve mandatory white reassignments. They did find that positive media coverage of desegregation in the year before implementation lessens white protest. The neighborhood environment is an important influence on white protest, grass-roots networking could be effective in reducing protest and flight.¹⁸³

Hawley, et. al. suggest that multiethnic in-school committees should be formulated. These committees would provide information and guidance to the parents and general community as well as serve as informal advisory groups. Further, these committees would facilitate the acceptance of a desegregation plan.¹⁸⁴

A number of research studies point to the importance of community involvement in the development and implementation of a desegregation plan. Williams and Ryan¹⁸⁵ and Inger and Stout¹⁸⁶ argue that the involvement of community groups in the decision-making process is essential to early public acceptance of school desegregation plans.

McDonnell and Zellman,¹⁸⁷ in a survey of 131 community

¹⁸³ Ibid.

¹⁸⁴ Hawley, et al., Strategies for Effective Desegregation, p. 75.

¹⁸⁵ Robert Ryan and Margaret Ryan, Schools in Transition (Chapel Hill, N.C.: The University of North Carolina Press, 1954).

¹⁸⁶ Morton Inger and Robert T. Stout, "School Desegregation: The Need to Govern," The Urban Review 3 (November 1968): 35-38.

organizations located in 40 desegregated school districts, found that groups ranging from very sophisticated business and civic groups to small neighborhood groups, can be instrumental in helping to build broad-based public support for school desegregation. This is especially true during the developmental stages. They can disseminate information to make certain that the community understands the desegregation plan and its implications. In addition, these groups can influence politicians who are reluctant to accept the plan. Community involvement can also provide legitimacy to the public and promote parental involvement in the schools.¹⁸⁸

The Chicago Board of Education (CBE), in developing its Plan, also recognized the importance of community involvement and participation in the school desegregation process. To address the issue of school desegregation at the onset, the CBE held eight public meetings. The first meeting was planned for citywide organizations and was held in a central location. Seven meetings followed in different sections of the city to elicit specific responses from groups located in different sections of the city. The CBE's purpose at these meetings was to provide an opportunity for the citizens to hear from the board members and desegregation planners on the status of the Plan and for citizens to voice their opinion on such matters.¹⁸⁹

¹⁸⁷ Lorraine M. McDonnel and Gail L. Zellerman, "The Role of Community Groups Facilitating School Desegregation," paper presented at the annual meeting of the American Political Science Association, New York, N.Y., August-September 1976.

¹⁸⁸ Ibid.

¹⁸⁹ Green, Student Desegregation Plan for the Chicago Public Schools,

Because of the need for a more formal mechanism for community participation, on January 14, 1981, the Board of Education approved the establishment of two advisory panels. The first panel consisted of parents and students and the second panel of representatives of citywide and community organizations. In addition, the CBE also authorized the "Committee in Student Desegregation" to make information available to these panels to assist them in their advisory capacity.¹⁹⁰

In April 1981, General Superintendent, Dr. Ruth B. Love, appointed the "Monitoring Commission for Desegregation Implementation for Chicago Public Schools."¹⁹¹ The Monitoring Commission is comprised of 21 persons, including business and labor leaders, education and community leaders, and members of the general public. The Commission was specifically charged with overseeing the implementation of the "Educational Components and Student Assignment" portions of the Student Desegregation Plan. The Commission was designed to protect the civil as well as the educational rights of all children. Its primary concern was for those children enrolled in bilingual special education programs and in minority schools unaffected by physical desegregation.¹⁹²

The Commission, whose racially and ethnically diverse members closely resembled the Chicago Public Schools student population, is a

pp. 83-85.

¹⁹⁰ Ibid.

¹⁹¹ Interim Report: A Promise of Simple Justice In the Education of Chicago School Children? by Leon D. Finney, Chairman, Monitoring Commission (Chicago: Public Schools, City of Chicago, February 1983).

¹⁹² Ibid p. v.

citizens group that was involved with public education. The Commission defines its monitoring role concerning the Plan as that of identifying of implementation problem areas, providing a forum for broader community participation, establishing a closer working relationship between the system's administration and that of city agencies and civic groups, providing a means for interpreting the Plan to the community, and assessing the effectiveness of community involvement plans.¹⁹³

In terms of community involvement, the CBE lists the following as its major accomplishments in its "Annual Desegregation Review 1982-83"¹⁹⁴ : the establishment of the desegregation advisory panels and the provision of training and orientation to these panels; the Adopt-A-School Program, a program where other institutions share resources with individual Chicago public schools; the extensive use of the media as a means of communication; the institution in the winter of 1982 of a weekly half-hour radio program on WBEZ-FM, the Board's station. The radio show, named "Dr. Love Reports," has guest speakers as well as a once-a-month format with Dr. Love answering questions on a live call-in program.¹⁹⁵ In addition, various new systemwide newsletters have been initiated; and numerous citizens committees formulated. The system, according to this report, has begun to assess educational needs based upon a long-range plan ordered to improve education in Chicago

¹⁹³ Ibid p. iv-v.

¹⁹⁴ Chicago Public Schools Student Desegregation Plan for the Chicago Public Schools Annual Desegregation Review 1982-1983, Part II Recommendations on Educational Components (Chicago: Chicago Public Schools, 1983).

¹⁹⁵ Ibid., pp. 288-310.

Public Schools. The establishment of the Chicago "Foundation for Public Education, Inc., Inc.," whose purpose is to preserve and improve public education in the City of Chicago, is also listed as an accomplishment. The foundation is organized as a nonprofit, tax exempt public corporation which raises money from the private sector for the benefit of the Chicago Public Schools. The establishment of a Parent Volunteer Program and numerous other citizen involvement programs are listed in this report as new initiatives.¹⁹⁶

The "Annual Desegregation Review" does refer to the problem encountered with the sparse participation of the Hispanic community members in its desegregation advisory committee meetings. It is reported that recruitment efforts for Hispanic representation has had little success. The report also mentions that its "effort to better inform the Spanish-speaking community has been incomplete and inadequate. Far more extensive translation services are needed for regular communications to Spanish speakers and Spanish language parents, publications, and media."¹⁹⁷

In the area of parental involvement in bilingual education programs, however, the "Annual Desegregation Review" reported an increase in involvement of parents. The monthly attendance at the Citywide Multilingual Advisory Council was reported at an average of 100 participants. The establishment of a parent leadership institute was reported with the participation of more than 15 parent representatives at its

¹⁹⁶ Ibid.

¹⁹⁷ Ibid., p. 310.

first leadership conference in December 1982 for speakers of Spanish, Assyrian, and Vietnamese. The second institute in May 1983 was attended by more than 200 parents of Korean, Chinese, Lao, Arabic, and Greek-speaking backgrounds.¹⁹⁸

In addition, the increased participation of parents and community leaders in local meetings and hearings, as well as in the involvement in numerous systemwide activities is reported.¹⁹⁹ It should be noted, however, that this came as a result of a very specific plan of action developed by the Department of Multilingual Education that is directly connected with bilingual programs systemwide. It is as a result of bilingual programs that Hispanic parents are involved. This involvement has not been as enthusiastic with the desegregation plan as evidenced by the "Annual Desegregation Review."

This study has looked at the research that points at the importance of community involvement in school desegregation plans. It has also examined what the CBE is doing in terms of Hispanic community involvement. It is essential to note that, in the area of bilingual education programs, parents seem to be extremely involved; however, in the area of desegregation, their involvement is not as prevalent.

The following is an examination of research models in the area of change agent or the planned change literature from which the linkage model evolves. The linkage model is proposed in this study as a means

¹⁹⁸ Ibid., p. 234-236.

¹⁹⁹ Ibid.

for getting communities involved in the desegregation process.

The Rand Corporation reports that billions of dollars a year in public funds are spent in the area of educational research and yet the public schools continue to report dismal results. In addition, research findings are, for the most part, not used by the practitioners. As part of organizational development, the "change" or the "planned change" literature has been developed at length by researchers during the 60s and 70s. Havelock and Havelock²⁰⁰ divide the idea of change into four models: (1) change as a problem-solving process; (2) change as a research-development-and-diffusion process; (3) change as a process of social interaction, and (4) change as a linkage process.²⁰¹

Briefly summarized these four models of change encompass the following ideas:

- Change is a part of a problem-solving process that goes on within the user organization. This change is characterized by sequential activities, such as sense need, statement of problems, diagnosis, search and retrieval for ideas and information, adaptation, experimentation, and evaluation. The helper agency in this case is non-directive allowing for maximum self-initiated innovations.
- Change can result from a rational sequence which includes research,

²⁰⁰ See Ronald G. Havelock and Mary C. Havelock, Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields (Ann Arbor, Mich: The Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1973). R.G. Havelock, Bibliography on Knowledge Utilization and Dissemination (Ann Arbor, Mich: The Center for Research or Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1973).

²⁰¹ Havelock and Havelock Training for Change Agents pp. 12-13.

development and packaging prior to mass dissemination. This model develops the so-called "user proof" products. It calls for a rather passive but rational consumer and acceptance of a high initial development cost because of anticipated long-term benefits in efficiency and quality (some type of user involvement should be considered to minimize the community context).

- Change, can result from diffusion which, in turn, results from an individual user or adopter belonging to a network of social relations which largely defines his adoption behavior. His place in the network is a good predictor of his rate of acceptance of new ideas. Informal personal contacts is an important part that influence his adoption process; group membership and reference identification are major predictors of individual adoptions; rate of diffusion through a social system follows predictable patterns (slow beginning followed by a period of rapid discussion, followed by a long, late adopter period).

- Linkage must be established in order to bring about change in a successful manner, regardless of the kind of change envisioned. It recognizes that significant change will have implications for the total system and its related subsystems and that appropriate linkages are essential to the exchange of information and adoption within the system.²⁰²

²⁰² Ben Williams, "A Working Paper to Advance Discussion About the Role of the Educational Improvement Center," Denver, Col., The Education Commission of the States, 12 January 1982, pp. 24-25. Citing Havelock and Havelock's Concept of "linkage" Model.

The last concept is the basis upon which the "linkage model" had been established. It is based on the establishment of resources (human and material) networks which use a linking or "facilitating agent" role as an intermediary facilitator. Aspects of the former three change models are incorporated in Havelock's conceptualization of a linkage.²⁰³

According to R. Havelock, any detailed consideration of the dissemination of some type of knowledge must sooner or later focus on the question of linking roles. The linking roles argument adds a "link" to the process between two systems. In an urban community, an opinion leader can effect linkage or act as a linking role through power or influence in groups. This can be done by example or direction in the informal power structure. In the educational field, linking roles exists in a variety of ways through the efforts of administrators, consultants, and/or trainers. They are not, however, always fulfilling the specific role model as envisioned by Havelock and others because, in most cases, there is no specific "linkage" designated.²⁰⁴

Such authors as W. Bennis et. al.,²⁰⁵ and Lippitt, et. al.²⁰⁶ discuss the literature of planned change and support Havelock's conceptualization of a linkage model.

The federal government, it should be noted, uses change agent programs in school districts as "seed money." If an innovation is success-

²⁰³ Ibid.

²⁰⁴ Havelock and Havelock, Training for Change Agents, pp. 23-29, 63.

²⁰⁵ W.G. Bennis, K.D. Binne, and R. Chin, (eds), The Planning of Change (New York: Holt Rinehardt and Winston, 1969).

²⁰⁶ Ronald Lippitt, J. Watson, and B. Westley, The Dynamic of Planned Change (New York: Hartcourt Brace and Company, Inc., 1958).

ful, it is assumed that it will be adapted by the local education agency with local funds. Programs such as the Elementary and Secondary Education Act, Title III, Innovative Projects; Elementary and Secondary Education Act, Title VII, Bilingual Projects; Vocational Educational Act 1968, Amendments, Part D, Exemplary Projects; and the Right-to-Read Program are examples of such innovative programs designed to promote educational change in school systems.²⁰⁷

The Rand Corporation, under the sponsorship of the U.S. Office of Education, conducted for several years, a two-phase study of change agent programs, i.e., federally funded programs designed to introduce and spread innovative practices in the public schools. Although this study is not directly assessing innovative programs in the public school sector, it is important to look at the Rand Corporation's findings in the area of community involvement since some of this knowledge can be transferred to a school desegregation program.²⁰⁸ The Rand Corporation found that projects aiming primarily at direct parent involvement were more effective in terms of teacher change and were more likely to be continued by teachers after the end of federal funding (often without formal district support).²⁰⁹

Since desegregation entails a change process, it is important to examine a model for community involvement that will deal with effec-

²⁰⁷ Paul Berman and Milbrey Wallin McLaughlin, Federal Programs Supporting Educational Change vol. 8, "Implementing and Sustaining Innovations," prepared for the U.S. Office of Education, Department of Health, Education and Welfare (Santa Monica, Ca.: Rand Corp, 1978), p. iii.

²⁰⁸ Ibid.

²⁰⁹ Ibid.

tively and directly including community members in such a process.

This paper will examine a "linkage" model which is part of the change agent literature. The linkage model specifically calls for the training of an outside agent to assist during the training phase of the system in order to bring about specific positive changes such as the implementation of a systemwide school desegregation plan.

Glaser and Goodson, as well as Towne suggest similar models which specify the training of a Research Utilization Specialist (RUS). A discussion of these models is found in Havelock and Havelock's book Training for Change Agents and is summarized in this section of the study.²¹⁰

The role of the RUS is to assist its client, the school system, in its attempt to develop skills and ways in which to manage and plan change programs. The role of the RUS is considered a temporary one, with the agent moving on to other systems once the original school system has developed its plan. The RUS then assumes a role of consultant on an as needed basis. Both models call for the training of key school personnel, who will in turn become change agents. The Towne model calls for the training of all members of the school system, the Glaser Goodson model calls for the training of a team of key school personnel as well as community leaders to manage future change programs.

Because of the magnitude of a large school system, such as Chicago, this study will examine the most feasible model of the two, i.e., the model proposed by Glaser and Goodson which calls for the training of the School Community Resource Team (S-C Team) with the assistance of the

²¹⁰ Havelock and Havelock Training for Change Agents, pp. 93-98.

Research Utilization Specialist. (RUS).

The community or the client with the system will work together to inform and create a linkage model which is defined as the "school-community system." The school-community system includes interrelated institutions such as social and service agencies as well as institutions such as the police as well as the school.

In order to create a change, people who are going to be changed have to be involved in its planning and implementation. Thus, the training program has to involve not only the prospective change agent but also key people in the school-community system in which the change agent will serve.

The school-community resource team (S-C Team) will include key local personnel trained in the program as well as key community leaders. The resource team will have a planner and a manager of change. This person will continue in the role of manager of change long after the Research Utilization Specialist (RUS) is no longer available. The (RUS) acts as the main trainer and consultant to the school-community system and as the main change agent.

The change agent (RUS) assists the school-community system in adapting to change or adopting new knowledge and innovations which are most appropriate.

The RUS serves initially as a "catalyst, resource person, and occasionally 'gadfly' in prodding the school system to work out and implement an appropriate change program."

Glaser and Goodson outline the process being facilitated by the change agent:

- self-examination by the clients

- establishing characteristics for optional outcomes for the system
- defining goals in terms of performance measures (individual action)
- identifying solutions for any problems.

The role of change agent is that of a "knowledge linker." The change agent will draw upon all the resources in education, i.e., research and demonstration findings in order to help the client to organize and reformulate such knowledge into a range of alternative solutions for application into the school-community system.

A dichotomy is made between the role of the change agent and that of the school-community resource team. The change agent approaches the training experiences as a means of learning how to help others to develop problem-solving skills. The school-community resource team, on the other hand, will be learning techniques of self-help in problem solving.

It is suggested that the research utilization specialist who acts as main change agent for the system have the following background:

- Skilled at listening and knowledgeable in helping others improve their listening skills and attitudes.
- Be able to identify and diagnose their own problems and needs as well as to analyze those forces within the system that affect those problems.
- Be able to efficiently serve as a resource person and a linkage agent in the utilization of relevant information and knowledge.
- Be able to help his/her client develop solutions from the knowledge

acquired.

- Be able to serve as a consultant in solution implementation, evaluation, and continuous refinements.

The school-community team should learn a corresponding group of skills which would include effective listening, force-field analysis, identifying and diagnosing their own problems and needs; developing solutions to these problems, implementing, evaluating and refining these solutions.

The authors also mention that all participants should be made aware of their own values and of value differences. They indicated that an important outcome of the training program is the ability of all participants to make a commitment for self-improvement and more effective role performance.

The preceding model will serve as a frame of reference for adopting a Chicago Public Schools model to involve more effectively Hispanic parents in the desegregation process.

Summary

In this chapter, the author has presented a brief overview of key litigation concerning the Hispanic community in the area of bilingual education and desegregation. In summary, it should be noted that bilingual education and desegregation are both legitimate means to equal educational opportunity. Conflict can result if one method is pursued without acknowledging the other; bilingual programs can be protected if the rights of limited English proficient (LEP) students are considered in the reassignment of students. Thus, LEP students must be moved as a "critical mass" as opposed to in a random manner. Bilingual education

programs, the Review of the Literature has shown, is seen as the one program that Hispanic communities feel they have demanded and acquired in their quest for equal educational opportunity.

The "Selected Literature Review of the More Significant Aspects of the Historical Background Concerning Chicago Public Schools and its Desegregation Plan" shows us a system that is predominantly minority with a large number of Hispanic students attending racially isolated schools. Bilingual education was established as a state-mandated program before the Plan was developed; therefore, bilingual education programs have essentially remained intact. The fact that Chicago Public Schools is implementing a voluntary desegregation plan also adds stability to bilingual education programs.

The national and local findings focusing on the literature and research pertinent to the hypotheses appears to show Hispanic community that is not actively involved in the desegregation process. The Review of the Literature also seems to indicate a Hispanic community that would seem to be fairly pleased with the education its children are receiving from the Chicago Public Schools. Further local findings suggests that there seems to have been very little participation of Hispanic parents in the development of the Plan. However, not all studies were designed to address the area of desegregation which is the area of this investigation. The main focus of these investigations were bilingual programs.

A "linkage" model is presented in the Review of the Literature which can be used to more effectively involve Hispanic parents in a desegregation process.

In the following chapter, Chapter III, the writer will present a detailed review of the procedures used to conduct this investigation as

well as the various instruments used in this study. Further, an overview of the procedures employed in the construction of the three instruments will be presented. Chapter III will also present the statistical procedures which will be used to test the hypotheses of this investigation.

CHAPTER III

PROCEDURES

This study investigates the involvement of selected Hispanic community leaders and Mexican parents, Puerto Rican parents, and Other Hispanic parents in the development and implementation of a desegregation plan for the Chicago Public Schools. It does so by examining Board records and media releases which document the involvement of Hispanic parents and community groups during the development and implementation stages of the desegregation plan.

In addition to a historical examination, this study investigates, in a quantitative manner, the involvement of selected Hispanic community leaders and parents.

It is the objective of this chapter to provide the reader with a complete description of the procedures employed in this investigation. With this objective in mind, the subjects for this study will be outlined. Following this, a discussion of the construction as well as the adaptation of the instruments used in this study will be presented. A discussion of the data collection techniques and procedures will be outlined. Finally, a discussion of the statistical methods to be used to test the hypotheses will conclude the chapter.

The Sample

The subjects of this investigation were a group of selected Hispanic leaders and Hispanic parents, the latter which belong to the sub-Hispanic groups designated as Mexican, Puerto Rican, and Other Hispanic parents.

The Hispanic leaders were selected for their active participation in the desegregation process in the Chicago Public Schools. They were drawn from a list of well-known Hispanic community leaders in the Chicago metropolitan area. The researcher looked for leaders who met one or more of the following criteria:

- 1) visible leader by their strong, written or oral presentation in community affairs;
- 2) designated leaders by virtue of their title (institutional or organizational leader, media personnel, politician, or church leader);
and
- 3) participant in the desegregation process by virtue of their active presence (board member, school administrator, consultant, federal official, lawyer).

A list of approximately 30 Hispanic leaders were identified by the researcher with the assistance of a group of individuals involved in the area of school desegregation and the Hispanic community. These leaders included organizational leaders responsible to the general Hispanic or

to the Hispanic community-at-large; local parents or grass-roots community leaders; and present and past board members, administrators or other officials connected with the Chicago Public Schools. The leader population was clearly identified. Leaders must have clearly visible followers. Consequently, leaders selected were those that stand out as spokespersons not only for a particular community area but also for the Hispanic community-at-large. Institutional leaders were selected as persons with positions of responsibility within and outside the Hispanic community. An attempt was made to select leaders who represent a cross section of the city's diverse Hispanic population.

By virtue of the definition of leaders, leaders compose a very limited proportion of the population. In examining the list of 30 Hispanic leaders involved in the area of education, the list was narrowed to 15 individuals who were targeted as "Hispanic community leaders" of the general Hispanic population in the Chicago metropolitan area. The list of 30 Hispanic leaders was given to a select group of Hispanic persons knowledgeable in the area of community involvement and desegregation. They reviewed the list and together with the researcher selected the 15 individuals who would be interviewed as outstanding leaders representative of the Hispanic community. Participating in the process were members of the Midwest National Origin Desegregation Assistance Center located at the University of Wisconsin in Milwaukee. These individuals have been active participants in the Chicago desegregation process as well as active as consultants and as documenters of this desegregation process.

All the leaders selected to be interviewed are bilingual in that they can communicate in either Spanish or English. All leaders chose to

be interviewed in English; although, occasionally they spoke to the interviewer in Spanish. They completed their Leader Questionnaire in English.

Of the 15 leaders selected, the researcher was able to interview a total of 13 leaders and received a written instrument from all 13 leaders.

The 13 leaders represented an accurate cross section of the general Hispanic community in Chicago. A total of six leaders were of Mexican background, five of Puerto Rican background, and two of Other Hispanic group background. Five of the leaders were born in the Continental United States, eight were born outside the Continental United States. All eight leaders born outside the Continental United States had resided in the Continental United States for more than 16 years.

The 13 leaders were highly educated, with 10 of them having completed postgraduate work, one with a college background, and only two with a secondary degree. Both of the subjects with a secondary degree were grass-roots community leaders.

Of the 13 subjects interviewed, one spoke only Spanish at home, while six spoke an equal amount of Spanish and English, and six spoke predominantly English at home.

Eleven of the 13 subjects had children. Only five of the subjects had children in the Chicago Public Schools. Three of the subjects had children in Options Program and two had children in other other Chicago Public Schools. Two of the subjects' children were being bused as part of the Chicago Public Schools desegregation program.

Of the 13 leaders interviewed, three were females and ten were

males.

The second group of subjects of this investigation consisted of three distinct sub-Hispanic parent group populations. Thus, the parents surveyed consisted of those parents of Mexican origin; those parents of Puerto Rican origin; and those parents of Other Hispanic origin. The Other Hispanic group is predominantly comprised of persons from Cuba, Central America, and South America.

The sample of the parents' group was drawn from surveying Hispanic parents at local public schools which have a high percentage of Hispanic students enrolled. The parents' groups were located in different areas of the city where pockets of Hispanic subgroups are located. Parents were surveyed in such communities as the Pilsen/Little Village Areas (Lawndale) and the South Chicago area where a large number of the population is of Mexican background and the Westtown and Lake View areas where individuals of Puerto Rican and Other Hispanic origin respectively compose a large percent of the population. For the location of major concentrations of Spanish-origin population in 1980 in the Chicago metropolitan area, see map 1 in page 14.

A target number of approximately 100 Mexican, 100 Puerto Rican, and 50 Other Hispanic parents was anticipated.

Of approximately 400 parents surveyed, a total of 100 Mexican, 91 Puerto Rican, and 40 Other Hispanic responses were received as complete and were used for this investigation. Approximately 30 parents did not complete the questionnaire and the remaining 139 questionnaires were not returned.

Of the total 231 population, 43 chose to answer the questions in English, the rest of the targeted population answered the questions in

Spanish.

Of the total, 30 subjects were born in the United States while the majority of them or 201 subjects (87%) were born outside the Continental United States.

Only 67 of the 231 parents had lived in the United States for more than 16 years, with 85 with 8-15 years, 43 with 4-7 years, 21 with 1-3 years, 6 with less than one year. Nine subjects did not give this information. The majority of the parents had been in the United States for more than 4 years and should not be considered "newly arrived."

In contrast to the educational level of the Hispanic leaders, the Hispanic parents surveyed had less education. The large majority (109) had only an elementary school education, with secondary school education following in large numbers (84). Only 29 parents surveyed had some college education, and 8 parents had done postgraduate work. One parent did not answer this question.

The large majority of parents reported speaking Spanish at home, with 59 reporting that they only spoke Spanish and 84 reporting that they spoke predominantly Spanish. Seventy-six parents, however, did report that they spoke an equal amount of Spanish and English at home. Only 10 spoke predominantly English and 1 only English. One person did not give this information.

Of the 231 subjects, 223 answered "yes" to the question, "Do you have any children?" Two answered "no" and 6 did not answer this question. It is assumed that the 8 parents not answering the question or answering no, are guardians or individuals involved with the schools since the surveys were conducted with parent groups.

Of the 231 surveyed, 41 had children in an Options Program, 74 in

an effective school, i.e., which is racially isolated but targeted for special funding and treatments as part of the Chicago Public Schools "effective school" concept. A total of 102 children were reported as attending other schools and 14 subjects did not respond to the question.

In order to obtain some responses from parents with children in an Options school, the researcher surveyed a number of parents from a magnet school. The large number of parents from a magnet school should not be construed as a sign that a large number of Hispanic parents are participating in magnet school programs or Options Program.

The majority of parents surveyed had children who were in elementary schools. Some had children in the high schools and/or both the elementary and high school levels.

Of the 231 parents surveyed, only 24 answered "yes" when asked if any of their children were participating in a voluntary busing program.

Of the 231 parents surveyed, 165 were mothers and 60 were fathers. Three were male guardians with 2 subjects not answering for a total of 166 female and 63 male subjects.

The Measuring Instruments

For purposes of this investigation, three instruments were constructed and designed by the researcher specifically for this study. In addition to these instruments, a fourth instrument, the Hollingshead Two-factor Index of Social Position¹ developed by A.B. Hollingshead, was used to determine socio-economic status. The three self-developed

¹ Charles Bonjean, Richard Hill, and S. Dale Mc Lenore, Sociological Measurements (San Francisco: Chandler Publishing Company, 1967), pp. 441-448.

instruments were translated into Spanish. These instruments were: (a) a Leader Questionnaire; (b) a Parent Questionnaire; (c) a Leader Interview (taped).

The Leader Questionnaire and the Parent Questionnaire

Both the Leader Questionnaire and the Parent Questionnaire were developed by the researcher. They were designed specifically and limited in use for this investigation. They are not standardized instruments but instruments that were designed in order to gather specific data relating to the hypotheses and the study as a whole. Although the instruments utilized were self-developed and are assumed to have face validity, the researcher cautions the readers that there is some reservation which must be applied in utilizing the statistical data. Since this study is concerned with descriptive analysis, this researcher was mainly concerned with face validity.

Part I of both the Leader Questionnaire and the Parent Questionnaire were designed to provide relevant information on the subject including socio-economic status (SES). The questions are identical for both questionnaires, with the Leader Questionnaire having an additional question in order to assess the type of leadership role in which the subject defined himself/herself. The leaders were asked if he or she is viewed by the community-at-large as:

- An organizational leader responsible to the general Hispanic or larger community.
- A neighborhood, grass-roots leader with ties to a local neighborhood organization.

- A present or past board member, administrator, or other official connected with the Chicago Public Schools.

Since the researcher had already classified the leader into one category, this information provided the researcher with information to validate this classification, e.g., Do the leaders see themselves as others view them?

All the necessary data pertaining to the background of the subject were included in Section I. Questions included the sub-Hispanic background of the subject (Mexican, Puerto Rican, Other Hispanic); place of birth; number of years in the Continental United States; language usually spoken at home; number of children ; name of schools and grade levels; relationship to children (mother, father, guardian); sex of subject; and the extent of participation, if any, of the subject's children in a voluntary busing program.

A number of questions were built into Part I of both the Leader Questionnaire and the Parent Questionnaire in order to determine the subject's socio-economic level. This was determined by the educational and occupational level of the subject's head of household. Questions 3, 4, 5 in the Leader Questionnaire and 4, 5, and 6 in the Parent Questionnaire of Part I were used to determine socio-economic level according to Hollingshead's index. A total of nine and eight questions, respectively, are asked in Part I. (See Appendices A and B.)

Part II of the Leader Questionnaire and the Parent Questionnaire were developed based upon the four main hypotheses. They investigate the following four main research questions.

- Q1. What is the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools of Mexican parents, Puerto Rican parents, and Other Hispanic parents, and Hispanic leaders?
- Q2. What is the measured assessment of educational programs during implementation of the desegregation plan in Chicago Public Schools of Mexican parents, Puerto Rican parents and the Other Hispanic parents, and Hispanic leaders?
- Q3. What are the differences among the choices for involvement of their children in the educational process during implementation of the desegregation plan of Mexican parents, Puerto Rican parents, and Other Hispanic parents, and Hispanic leaders?
- Q4. What are the differences in the measured assessment of the role of bilingual education in a desegregation plan of Mexican, Puerto Rican, Other Hispanic parents, and Hispanic leaders?

Part II investigates the 4 hypotheses or 4 main research questions as follows:

Research Question	Survey Question	Total Aggregate Score
1. Measured involvement in	1, 2	8

the implementation
of the desegregation
plan.

- | | | |
|--|-----------|----|
| 2. Measured assessment of
educational program during
implementation of the
desegregation plan. | 4, 7 | 8 |
| 3. Choices for involvement
of their children in the
educational process during
implementation of the
desegregation plan. | 3, 8, 9 | 11 |
| 4. Measured assessment of the
role of bilingual education
in a desegregation plan. | 6, 10, 11 | 12 |

Question number 5 was added to the questionnaire in order to provide information for the "linkage" or third-party model proposed as part of the study, e.g., a workable model that can be used by community leaders and organizations as well as by school administrators in order to involve more effectively groups of people in the educational process. Question number 12 provides general information in order to link both desegregation and bilingual education together.

A total of 12 questions were developed for Part II; 10 of which, as mentioned previously, investigate the four research questions or hypotheses.

There were two major questions developed for each hypothesis. However, the involvement of children in the role of bilingual education had an additional question to counter-check responses, i.e., questions 3 and 9 are similar as are questions 6 and 10.

A random table was not used in putting the questionnaire in numerical order because the nature of the questions determined that certain information had to be in logical order. The Leader Questionnaire and the Parent Questionnaire were designed using the multiple choice technique based on a Likert-type scale. A Likert-type scale is a common type of attitude scale which consists of items assumed to have equal value.²

The instrument was constructed based on the literature concerning community involvement and the desegregation process as it pertains to the four hypotheses. A number of questions were modeled or derived from selected questions from the November and December 1981 National Opinion Research Center Survey (NORC)³ which asked parents of children in the Chicago Public Schools about their attitude towards desegregation and the Chicago Public Schools. The questions for the instruments were designed by the investigator and discussed with four national experts in the field of national origin minority (NOM) desegregation and/or bilingual education. The instruments were also examined by four persons experienced in the development of instruments.

The instruments were pilot tested with a cross section of 20 His-

² H. Teitelbaum and R.J. Hiller, "Bilingual Education: The Legal Mandate," Harvard Education Review, 1977, 47, pp. 138-170.

³ National Opinion Research Center, The Chicago School District Desegregation Survey, (Chicago: Chicago Board of Education, November-December, 1981).

panic parents and community organization members and revised accordingly. The final questionnaires were again reviewed by persons who are involved in the field of research, specifically in the field of research concerning the Hispanic community, desegregation, and bilingual education. Since this study is concerned with descriptive analysis, the researcher was mainly concerned with face validity.

The instruments were translated into Spanish by the investigator, and the translation was verified by three other native speakers with expertise in the Spanish language. In interpreting the statistical data, there is some reservation which must be applied. There are limitations in the translation from one language to the other which could have some effect on the results of the analyses.

The Leader Interview

For purposes of this study, questions asked of the Hispanic leaders in the Leader Interview (taped) closely resembled the questions asked in the Leader Questionnaire.

The Leader Questionnaire provided the basic information necessary to make comparisons between leaders and parents. In addition, the Leader Interview (taped), provided the researcher with an in-depth look at how selected Hispanic leaders assess the Chicago Public Schools desegregation plan in terms of the four research questions and how Chicago Public Schools can be "linked" closer with Hispanic parents and community groups.

The Leader Interview questions were designed as open-ended questions consistent with the interview format. The interview procedure provided the investigator with an in-depth analysis of all areas of

investigation. The 20 questions designed for the taped interview of Hispanic leaders were clustered into the five main areas of this investigation, i.e., the four hypotheses and the "linkage" model, in order to provide information to develop a workable model for community participation in the education process. Each cluster was preceded by an introductory explanation of those particular problems. (See Appendix C.)

The Leader Interview was designed by the researcher exclusively for this study. The questions are comparable to those asked in the Leader Questionnaire. They do, however, expand on each area of concern.

The questions are asked in a logical order with each set of questions pertaining to each area. A total of 20 questions were asked.

Area of Concern	Question Number
- Assessing the involvement of Hispanic community leaders and parents in the development and implementation of the desegregation plan in the Chicago Public Schools.	1, 2, 3
- Assessing the educational programs which have been developed and are being implemented as part of the of the Chicago Public Schools desegregation plan.	4, 5, 6
- Assessing the choices for	7, 8, 9,10,11

involvement of their children
in the educational process
during implementation of the
desegregation plan in the
Chicago Public School.

- Assessing the role of bilingual education in a desegregation plan. 12,13,14,15,16
- Assessing the possibility of linking Chicago Public Schools closer with Hispanic parents and community groups. 17,18,19,20

The Leader Interview essentially provided the researcher with additional information in order to expand on the areas of investigation.

It is important to note that Hispanic leaders, although not representative of the entire community, are seen as spokespersons for the general community by the media and general public. As such, they can greatly influence policy and practices. Further, each leader has a group of "followers" by virtue of the definition of a leader. The followers are apt to have similar ideas. Leaders' ideas can and do carry some weight in any community and their assessment of a subject should be closely examined.

Since the Leader Questionnaire will essentially provide quantitative data to answer the four hypotheses, the Leader Interview will be used in this study in order to highlight relevant comments made by the

subjects that would provide more insight into this investigation.

This instrument was reviewed by persons from the National Origin Minority Assistance Center in Milwaukee, Wisconsin who are experts in the area of bilingual education and desegregation as well as by local personnel involved in both areas.

The writer translated the instrument to Spanish. The translation was verified by three other native speakers with expertise in the Spanish language.

Data Collection Techniques

The data for this investigation were collected by the researcher with the aid of selected bilingual coordinators in the Chicago Public Schools. Bilingual coordinators are staff members who work in central office or in any of the twenty administrative subdistricts in the Chicago Public Schools. The bilingual coordinators work in close contact with personnel at the local schools and with parents. They were selected to administer the instrument because of their experience with parent groups and their ability to speak the Spanish language.

The purpose of the study and an inservice on how to administer this questionnaire were provided for each person administering the Parent Questionnaire.

The Parent Questionnaire was administered from the months of November 1983 to May 1984. The administration of instruments took place during day or night meetings of parents in predominantly Hispanic schools.

Parents were given survey instruments in small-group meetings or on an individual basis. The purpose of the survey was explained in both

Spanish and English. Parents were also told both orally and in the survey instrument that their participation in this study was purely voluntary and limited to completing the questionnaire. They were also ensured that all responses would be held in confidence. It was also explained that this study did not have any right or wrong answers and that they were to answer the questions according to which selection they felt best met their perceptions of the questions asked. They were also asked to give one answer per question.

The subjects were not informed of the theoretical background of the instrument nor given a lengthy explanation of the study.

After making sure that each subject had a pencil, the parents were asked in both Spanish and English in what language they would like to complete their individual questionnaire. The questionnaires were distributed accordingly.

When there were problems in reading the instruments, the person administering the Parent Questionnaire read the question for the parents(s). Assistance was given to those parents who were having problems reading and/or writing. In such cases, the survey was administered in an interview manner. For a large number of the cases, the Parent Questionnaire was read outloud for the parents while they completed the questionnaire. This was done according to each group or individual need.

The parents were given a sufficient amount of time to complete the survey instrument and return them to the person administering the questionnaire.

After all subjects had completed the questionnaires, the person administering the questionnaire collected them individually and checked

for completeness.

Both the Leader Questionnaire and the Leader Interview were administered by the researcher. The researcher made appointments with the subjects for the approximate duration of one hour for each interview. This took place during the months of July and August of 1983.

The interviews took place at the subjects' worksite or place of residence. All interviews were taped and transcribed.

The subjects were told of the purpose of the interview, given some background information on the study, and were assured of the confidentiality of the results.

These facts were given both orally and in writing. (See Appendix C.) Subjects were also advised that their participation in the research was purely voluntary and that they could, should they wish, discontinue the process at any time during the interview.

Before taping the interview, the subjects were given a copy of the Leader Interview questionnaire for their perusal. In that questionnaire, it specifically states the following:

- Do you realize that this interview is being taped?
- Is it clear to you that only the researcher will have access to the tapes and that the researcher will not use your name or other identifying information on the written report?

These aforementioned questions and their answers were recorded on tape. The researcher then proceeded with the taped interview which lasted from 45 minutes to more than one hour depending on the subject being interviewed, the length of their responses, and their involvement in the subject.

After the taped interview, the subjects were also asked for their completed version of the Leader Questionnaire which had been submitted to them on or before the date of the interview.

All subjects interviewed completed the oral Leader Interview. The Leader Interview was completed on the same day as the interview or completed after the interview and mailed back to the researcher in a stamped self-addressed envelope.

Of the 15 subjects targeted for the study, the researcher was able to conduct an in-depth survey of 13 subjects. Two of the subjects selected had very limited time and the investigator was unable to interview them.

After the Leader Questionnaire was completed, the researcher checked the survey for completeness.

The Leader Interview was taped and after completion the interview was transcribed.

Statistical Procedures

In order to test the four hypotheses stated in Chapter I, the researcher employed the analysis of variance (ANOVA) procedures. ANOVA procedures were run on a SPSS in Sperry Univac 1100 Exec 8, Version H. The researcher cautions the reader that the instruments utilized were self-developed and had face validity only. Since they are not standardized instruments, there is some reservations which must be applied utilizing the statistical data. There is also the limitations in the translation from one language to the other. The translation was verified by three professional translators.

The following presents the models for each of these hypotheses.

Hypotheses #1

There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools of Mexican parents, Puerto Rican parents, and Other Hispanic parents and Hispanic leaders.

Analysis of variance (ANOVA) was used to test this hypothesis. The program used to perform this analysis was SPSS for Sperry Univac 1100 Exec 8, Version H. In the event that significant differences were found, Scheffe's Test of Contrasts was used to identify those differences.

The general model for this analysis is:

$$Y_i = B_{i...4} + E_{ij}$$

which indicates that the variance of any individual score (Y_i) is partitioned between group membership ($B_{i...4}$) and variance due to error (E_{ij}).

The researcher intended to use socio-economic status (SES) as a covariate, however, an analysis of the data for hypothesis 1 indicated that SES was minimally correlated for each sub groups. The impact of SES on Leaders' answers was .15; on Mexican parents' answers was -.10; on Puerto Rican parents' answers was -.19; on Other Hispanic parents' answers was -.29.

Hypothesis #2

There will be no significant difference in the measured assessment

of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Mexican parents, Puerto Rican parents, and Other Hispanic parents, and Hispanic leaders.

Analysis of variance (ANOVA) was used to perform this analysis. As in hypothesis 1, the program used to perform this analysis was SPSS for Sperry Univac 1100 Exec 8, Version H. In the event that significant differences were found, the Scheffe's Test of Contrasts was to be used to identify those differences.

The general model for this analysis is:

$$Y_i = B_{1...4} + E_{ij}$$

which indicates that the variance of any individual score (Y_i) is partitioned between group membership ($B_{1...4}$) and variance due to error (E_{ij}).

The researcher intended to use SES as a covariate, however, an analysis of the data for hypothesis 2 indicated that SES was correlated only at .06 for the total group. The impact of SES on leaders' answers was -.02; on Mexican parents' answers was .08; on Puerto Rican parents' answers was .08; on Other Hispanic parents' answers was -.12.

Hypothesis #3

There will be no significant difference among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the education process during implementation of the desegregation plan in Chicago Public Schools.

Analysis of variance (ANOVA) was used to test this hypothesis. Again, Sperry Univac 1100 Exec 8, Version H was the program used to perform this analysis. In the event that significant differences were found, Scheffe's Test of Contrasts was used to identify those differences.

The general model for analysis is:

$$Y_i = B_{1...4} + E_{ij}$$

which indicates that the variance of any individual score (Y_i) is partitioned between group membership ($B_{1...4}$) and variance due to error (E_{ij}).

The researcher intended to use SES as a covariate, however, an analysis of the data for hypothesis 3 indicates that SES was correlated at -.12 for the total groups. The impact of SES on leaders' answers was -.14; on Mexican parents' answers was -.02; on Puerto Rican parents' answers was -.01; on Other Hispanic parents' answers was -.02.

Hypothesis #4

There will be no significant difference in the measured assessment of the role of bilingual education in desegregation plan among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

Analysis of variance (ANOVA) was used to test this hypothesis. Again, Sperry Univac 1100 Exec 8, Version H was the program used to perform this analysis. In the event that significant differences were found, Scheffe's Test of Contrasts was used to identify those differences.

The general model for this analysis is:

$$Y_j = B_{1...4} + E_{ij}$$

which indicates that the variance of any individual score (Y_j) is partitioned between group membership ($B_{1...4}$) and variance due to error (E_{ij}).

The researcher intended to use SES as a covariate, however, an analysis of the data for hypothesis 4 indicates that SES was a correlate only at .16 for the total group. The impact of SES on leaders' answers was .21; on Mexican parents' answers was -.08; on Puerto Rican parents' answers was .19; on Other Hispanic parents' answers was .01.

Model for Community Involvement

Both the Leader Questionnaire and the Parent Questionnaire, mentioned previously, asked questions to determine if Hispanic parents and leaders saw a conflict between bilingual education goals and desegregation goals. This question was designed to provide general information

in order to tie desegregation and bilingual education together.

In addition, both questionnaires asked about the amount of information that had been available to the subjects concerning the Chicago Public Schools Desegregation Plan. This question was designed to determine if sufficient information was disseminated to the Hispanic community about the Plan and if there was a need to develop a third-party model in order to disseminate such information.

The data were tabulated on frequency tables. As in the four hypotheses, the program used to perform the tabulation was Sperry Univac 1100 Exec 8, Version H.

Summary

The researcher has attempted to present a complete description of the procedures used in conducting this investigation. The chapter began by discussing the subjects of this investigation. Thirteen Hispanic leaders (10 males and 3 females) were selected as a sample. They included grass-roots community leaders, leaders of institutions, as well as leaders involved in the desegregation process by virtue of their position. The subjects represented a cross section of the general Hispanic community with 6 subjects being of Mexican background, 5 of Puerto Rican background, and 2 of Other Hispanic group background. All subjects selected to complete a questionnaire and to be interviewed were representatives of Hispanics in the larger Chicago metropolitan area. They were leaders designated as such by experts in the field of bilingual education, desegregation, and the Hispanic community. Of the 231 parent subjects (166 females and 63 males; 2 did not answer), all were sampled from Chicago Public Schools subdistricts with a high per-

centage of Hispanic students. A total of 100 Mexican, 91 Puerto Rican, and 40 Other Hispanic responses were received as complete and used for this part of the investigation.

Data from this investigation were obtained through the use of four instruments. Part I of the Leader Questionnaire and the Parent Questionnaire is a nine and eight item questionnaire, respectively, constructed by the researcher in order to gather background information about the subjects. Hollingshead Two-Factor Index of Social Position⁴ was used to determine the socio-economic status of the subjects. This instrument stratifies the population into five socio-economic levels. The researcher intended to use socio-economic status (SES) as a covariate, however, an analysis of the data for the four hypotheses indicated that the correlation was too limited to treat SES as a covariate.

Data pertaining to the four hypotheses of this investigation as well as an examination of the need for developing a model in order to more effectively involve the Hispanic community in the area of desegregation were gathered by both the Leader Questionnaire and the Parent Questionnaire. Part II of both questionnaires was constructed by the investigator in order to gather these data. In addition, the Leader Interview was constructed by the investigator in order to gather more in-depth information concerning the questions under investigation and to gather data for the model proposed by this study.

Data obtained from the parent subjects was collected at the Chi-

⁴ Bonjean, et al., Sociological Measurements, pp. 441-448.

cago Public Schools community meetings, which were held in Chicago Public Schools in which the student population was predominantly Hispanic or from individual or small-group gatherings of the parents of those students. Data obtained from the leader subjects of this study were collected at the individual leader's place of residence or work. Specific aspects of data collection procedures were presented in this chapter.

The chapter concluded with a discussion of the statistical procedures used to test the four main hypotheses as well as a discussion of the data being collected pertaining to desegregation, bilingual education, and the involvement of Hispanic parents and Hispanic leaders in the development and implementation of the desegregation plan. The researcher also cautioned the reader that the instruments utilized were self developed and had face face validity only. Since they are not standardized instruments, there is some reservation which must be applied in utilizing the statistical data. There is also the limitations in the translation from one language to the other. Although the translation was verified by three experts in the area of translation from English, to Spanish, the fact that the instruments are translated could have some effect in the reliability and validity of the items responses.

In the following chapter, the researcher will present an analysis and discussion of the results of the four hypotheses tested. The results from the data being gathered concerning the flow of information to the Hispanic community concerning the Plan will be presented as well as information concerning any perceived conflict between desegregation

and bilingual education by target groups. This latter data will serve as a basis for the third-party "linkage" model prepared by this study.

CHAPTER IV

RESULTS AND DISCUSSIONS

In the preceding chapters, the nature of the problem under investigation and its historical and theoretical foundations, a review of the related literature, procedures employed by this study, the four major hypotheses, and an investigation of a third-party model have been presented. Chapter IV will present the results of the tests of significance for these four major hypotheses as well as a discussion of those results.

The problem under investigation is the involvement of selected Hispanic community leaders and parents in the development and implementation of a desegregation plan for Chicago Public Schools. For this investigation, a total of 13 Hispanic leaders were interviewed and a total of 231 Hispanic parent subjects were drawn as samples from community meetings or individual or small-group meetings at predominantly Hispanic schools located throughout the Chicago area. Parent subjects consisted of 100 of Mexican background, 91 of Puerto Rican background, and 40 Other Hispanic group background.

The instruments used in this investigation, the Leader Questionnaire and the Parent Questionnaire, were developed by the researcher and contained questions addressing both the background of the subjects (Part I) and the hypotheses being tested, as well as the possibility of developing a third-party model as proposed by this investigation. Both questionnaires are similar in scope with the Leader Questionnaire containing

an additional question to determine leadership role. Both instruments were available in Spanish and English. The Leader Interview (taped) was developed by the researcher in order to provide more in-depth assessment of leader responses to the different areas under investigation. Finally, the Hollingshead's Two Factor Index of Social Position¹ was used to determine the socio-economic status of the subjects.

The reader should note that the statistical inferences made of this study must be interpreted with care. Statistical estimates of validity and reliability have not been gathered, however, the instruments were examined by four experts in the area of desegregation as well as four statisticians. Consequently, the instruments are assumed to have face validity. Further, the translation of the instruments from English to Spanish could affect the reliability as well as the validity of the instruments. The translation, however, was done by a native speaker of the language and verified by three other native speakers and experts in the area of Spanish-English translations.

This study uses inferential as well as descriptive analysis. The tables in Appendix D display the frequency distributions of each hypothesis by group and by total score. These tables provide the descriptive analysis upon which this study is based. The conclusions relative to the frequency distributions relating to the hypotheses are further analyzed by utilizing Analysis of Variance.

The information contained in the frequency distributions in Appendix D can be summarized for descriptive purposes in Tables 1, 4, 7 and

¹ Charles Bonjean, Richard Hill, and S. Dale McLenore, Sociological Measurements (San Francisco: Chandler Publishing Company, 1967), pp. 441-448.

10 in terms of means and standard deviations. The organization of this chapter is as follows:

- Results of each of the four major hypotheses are presented and discussed individually.
- Relevant information provided by both the Leader Questionnaire and the Leader Interview is discussed focusing on providing information for the "linkage" or third-party model proposed as part of his study.

Hypothesis #1

There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Schools of Mexican parents, Puerto Rican parents, and Other Hispanic parents, Hispanic leaders.

In order to test this hypothesis, Analysis of Variance techniques were used. Since significant differences were found between groups, Scheffe's Test of Contrasts was used to identify those differences. This hypothesis examined whether the discrete groups are different from each other. The results and discussions of the analysis of the data of the subgroups sample are presented first. The researcher cautions the reader that there is some reservation which must be applied in utilizing the statistical data as the translation of the instruments could effect their reliability. However, the focus of the data presented is on descriptive statistics.

Analysis of Variance

For the four subgroups examined, or the 244 subjects sampled, a mean of 2.72 and a standard deviation of 1.46 was obtained as a result of the items related to the hypothesis. There were a total of 8 possible points and the higher the mean score, the higher the degree of involvement.

In examining individual subgroup mean scores, the mean for Hispanic leaders, 5.92, indicates that they were more actively involved in the development and implementation of the desegregation plan in the Chicago Public Schools than were Puerto Rican, 2.59, Other Hispanics, 2.55, and Mexican parents, 2.48, who, as the data suggests were the least involved of all four groups. Hispanic leaders as compared to the three Hispanic parent groups, i.e., Mexican, Puerto Rican, Other Hispanic parents, show the widest dispersion of scores of the four groups in their assessment as to the amount of involvement that they have had in the desegregation process. This is evident by a standard deviation of 1.71 for the leader group. Even though the standard deviation for the leader group is higher than the three other subgroups, it is risky to draw conclusions about this dispersion due to the small sampling size. The similarities in standard deviation of the scores of Puerto Rican, 1.14, Mexican, 1.27, and Other Hispanic parents, 1.32, suggest that the grouping of the scores are consistent for all three parent groups. The similarity in means for the three parent groups, 2.48 Mexican, 2.59 Puerto Rican, 2.55 Other Hispanic parents, suggest that all three parent groups had a similar level of involvement with the Plan and that this level of involvement was consistent for all three parent groups. Table 1 presents this information.

TABLE 1

Means and Standard Deviations for Measured Involvement

in Plan for Sample Subgroups

Population	N	\bar{X}	SD
Hispanic Leader	13	5.92	1.71
Mexican Parents	100	2.48	1.27
Puerto Rican Parents	91	2.59	1.14
Other Hispanic Parents	40	2.55	1.32
Total	244	2.72	1.46

Total possible score: 8

The F test indicates that there is a highly significant difference at the $< .0001$ level. The results of the analysis of variance are presented in Table 2.

TABLE 2

Results of Analysis of Variance for Involvement

of Sample Subgroups

Anova by Variable Groups	d/f	Sum of Squares	Mean of Squares	F-Ratio	F-Prob.
Between Group	3	141.7486	47.2495	29.862	.0001
Within Group	240	379.7390	1.5822		
Total	243	521.4876			

Scheffe's Test of Contrasts

Since significant differences were found between groups, Scheffe's Test of Contrasts was conducted in order to identify those differences. The data indicated that the Hispanic leader group is significantly different from all other subgroups at the $p < .05$ level of significance.

The results are presented in Table 3.

TABLE 3

Results of Scheffe's Test of Contrasts

Involvement of Sample Subgroups

Groups	\bar{X}	L	M	P	O
Hispanic Leaders	5.9231	L	*	*	*
Mexican Parents	2.4800	M			
Puerto Rican Parents	2.5934	P			
Other Hispanic Parents	2.5500	O			

Total possible score: 8

* Denotes pairs of groups significantly different at $p < .05$ level.

The results would seem to indicate that there was a significant difference between the level of involvement of the three sub-Hispanic groups and the Hispanic leaders in the development and implementation of the desegregation plan. For the leader group there was significantly more of involvement, at the $p < .05$ level, as compared to the involvement of the parent groups.

In looking at the maximum point count for questions related to this hypothesis, a total of eight possible points were designated. The lower the mean score, the less the degree of involvement. Of a possible score of 8, the parent groups scored very low with Mexican parents at 2.48, the least involved, 2.55 for Other Hispanic parents and 2.59 for Puerto Rican parents.

In examining the individual data for the two questions pertaining to the hypothesis, 73.6 percent of the parents surveyed indicated that they were "not involved at all" in the development or implementation of

the plan, 14.7 percent "heard about the plan" in the development or implementation of the plan, 5.6 percent "participated in public meetings;" only 1.7 percent of the parents indicated that they "participated in the development and implementation of some aspects of the plan." (4.3 percent did not answer this question.) In the second question pertaining to the hypothesis, 74 percent of the parents responded that they did not participate in any systemwide meetings or workshops pertaining to the plan while 15.6 percent attended 1-3 meetings, 4.3 percent attended 4-6 meetings, and only 2.2 percent responded that they attended 7 or more meetings concerning the Plan (3.9 percent of the parents did not respond). For the leaders, an analysis of the responses for question one showed that a total of 46.2 percent participated in public hearings and 38.5 percent participated in the development and implementation of some aspects of the plan. The remaining percentage were not involved at all or only heard about the plan (15.4 percent). In terms of attending systemwide meeting or workshops relating to the plan, 23.1 percent attended 7 or more meetings, 38.5 percent attended 4-6 meetings, 30.8 percent attended 1-3 meetings and 7.7 percent did not attend any meeting. (The 7.7 percent indicated only one leader.)

These results would seem to indicate that Hispanic parents as a whole have not been actively involved in the development and implementation of the Chicago Public Schools desegregation plan. Although Hispanic leaders had been actively involved as compared to the parent subgroups at the $p < .05$ level of significance, their involvement had not been in the area of systemwide desegregation meetings.

In view of the fact that significant differences were detected,

the null hypothesis was rejected for hypothesis #1.

Hypothesis #2

There will be no significant difference in the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

In order to test this hypothesis, analysis of variance techniques was used. This hypothesis examined whether the four discrete groups are different from each other. The results and discussions of the analysis of the data of the subgroups sample are presented.

Analysis of Variance

For the four subgroups examined or the 244 subjects sampled, a mean of 5.07 and a standard deviation of 1.93 was obtained as a result of the items related to the hypothesis. There were a total of 8 possible points, the higher the mean score the more positive the subgroups felt about the education of their children in the Chicago Public Schools.

In examining individual subgroup's mean scores, the results would seem to indicate that, compared to other targeted subgroups, Puerto Rican parents were more positive in assessing the educational programs being offered by the Chicago Public Schools as part of the desegregation plan. The Puerto Rican subgroup mean score was 5.33; Mexican parents follow closely with 5.19, the Hispanic leaders mean score was 4.85. The Other Hispanic parents mean score at 4.25 is the least positive of all

subgroups with a difference of 1.08 points between the Puerto Rican subgroup and the Other Hispanic subgroups. The Leader subgroup with a mean score of 4.85 is closer to the Mexican parent subgroup with a .34 difference and the Puerto Rican subgroup with a .48 difference than the Other Hispanic subgroup with a .60 difference. The standard deviation for three of the four subgroups are closely clustered with Hispanic leaders with the lowest standard deviation, therefore, having the least dispersal of scores and more in agreement with each other as a group than the other targeted subgroups. The Other Hispanic parents groups with a standard deviation of 1.81 is closely followed by the Mexican parents with a standard deviation of 1.85. The Puerto Rican parents, however, show slightly more dispersal than the other targeted subgroups with a standard deviation of 2.06 and appear, therefore, to be less in agreement in their responses than the other subgroups. Table 4 presents this information.

TABLE 4

Means and Standard Deviations for Assessment
of Educational Programs of Sample Subgroups

Population	N	\bar{X}	SD
Hispanic Leaders	13	4.85	1.52
Mexican Parents	100	5.19	1.85
Puerto Rican Parents	91	5.33	2.06
Other Hispanic Parents	40	4.25	1.81
Total	244	5.07	1.93
Total possible score: 8			

The results would seem to indicate that Puerto Rican parents were more positive in their assessment of the educational programs in the

Chicago Public Schools as a result of the desegregation plan as compared to Other Hispanic parents or any other subgroup. The F test indicated that there is a significant difference between groups as shown by a significance of $p < .05$. The result of the analysis of variance are presented in the Table 5.

TABLE 5

Results of Analysis of Variance for Assessment
of Educational Program of Sample Subgroups

ANOVA By Variable Group	d/f	Sum of Squares	Mean of Squares	F Ratio	F Prob
Between Groups	3	35.1234	11.7078	3.212	.0237*
Within Groups	240	874.6920	3.6446		
Total	243	909.8154			

* $p < .05$

Since significant differences were found between groups, the Scheffe's Test of Contrasts was conducted.

The Scheffe's Test of Contrasts found a significant difference between the Puerto Rican parent subgroup with an average mean score of 5.33 and the Other Hispanic parents with a mean score of 4.25. These pair of groups were significantly different from each other at the

$p < .05$ level of confidence. Thus, compared to each other these two groups had significantly different opinions concerning the quality of the educational programs being offered by the Chicago Public Schools during the implementation of the desegregation plan. The results are presented in Table 6.

TABLE 6

Result of Scheffe's Test of Contrasts

Assessment of Educational Programs of Sample Subgroups

Groups	\bar{X}	L	M	P	O
Hispanic Leaders	4.85	L			
Mexican Parents	5.19	M			
Puerto Rican Parents	5.33	P			*
Other Hispanic Parents	4.25	O			

Total possible score: 8

* Denotes pairs of groups significantly different at the $p < .05$ level

In looking at the maximum point count for the two questions related to this hypothesis a total of eight possible points was designated. The higher the mean score, the more positive each subgroup felt about the education of their children in the Chicago Public Schools at the time of the survey. Puerto Rican parents scored the highest 5.33, with Mexican parents, 5.19, and Hispanic leaders, 4.85, Other Hispanic parents scored 4.25. Other Hispanic parents were the least positive about the education their children were receiving as compared to the other subgroups and their answers were significantly different than the answers of the Puerto Rican parent subgroups.

The Analysis of Variance results showed a significant difference between the Puerto Rican parent subgroup responses and the responses of the Other Hispanic parent subgroups. The results were significant at the $p < .05$ level. It would seem that Puerto Rican parents were more positive about the educational programs being offered by the Chicago

Public Schools during the development and implementation of the desegregation plan as compared to Other Hispanic parents.

In examining the scores for the two questions pertaining to the hypothesis, only 30.3 percent of the total parent population felt that the educational programs being offered by the Chicago Public Schools as part of the desegregation plan were good or excellent while 44.6 percent felt that the programs were poor or fair; the remaining parents were not sure (25.1%). The leaders' answers were close to the parents. Only 30.8 percent agreed that the educational programs were good, while a total of 53.9 percent agreed that the programs were poor or fair, and 15.4 percent were not sure.

In terms of noticing if there had been any changes in the Chicago Public Schools as a result of the Plan, 34.6 percent of the parents noted some or definite positive change in the program, while 57.2 percent of the parents noted no change or some negative change in the educational programs; 1.3 percent noted definite, negative change in the educational programs while 6.9 percent did not answer this question. Leaders were more evenly divided on this question with 46.2 percent of the leaders noting some positive changes in educational programs and 53.8 percent of the leaders noting no changes.

The results of an analysis of the data would seem to indicate that parents and leaders were evenly divided in their perception of the educational programs being offered by the Chicago Public Schools. They do not overwhelmingly support them nor do they overwhelmingly reject them. However, over half the parents and half the leaders surveyed did not

note any changes in educational programs as a result of the Plan. The Analysis of Variance results, as mentioned previously, did show a significant difference between the Puerto Rican parent responses and that of the Other Hispanic parent subgroup responses. The results were significant at $p < .05$. It would seem that Puerto Rican parents were more positive about the educational programs being offered by the Chicago Public Schools during the development and implementation of the Plan as compared to the Other Hispanic parents.

In view of the fact that significant differences were detected, the null hypothesis was rejected for hypothesis #2.

Hypothesis #3

There will be no significant difference among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the education process during implementation of the desegregation plan in Chicago Public Schools.

In order to test this hypothesis, Analysis of Variance technique was used. This hypothesis examined whether the four discrete groups are different from each other. Following are results of the analysis of the data of the subgroups sampled.

Analysis of Variance

For the four subgroups examined or the 244 subjects sampled, a mean of 7.42 and a standard deviation of 2.23 was obtained as a result of the items related to the hypotheses.

All three questions designed to test this hypothesis dealt in some manner with voluntary movement or busing. The higher the mean, the more positive that subgroup was toward desegregation programs such as magnet schools or any other option schools that entail some type of movement of students. The highest possible score was 11. The parent subgroups clustered in mean scores closer to each other than to the leaders, 8.92, with Puerto Rican parents having the highest mean score of the parent groups, 7.57, a difference of 1.35 with the leader group. The Other Hispanic parents follow with a mean score of 7.55. The Mexican parents are the farthest from the leaders with a 7.03 mean score, a difference of 1.92 points with the leader subgroup. In comparison to other targeted groups, Mexican parents were the least likely of the four subgroups to choose any type of movement. They did not, however, seem to, overwhelmingly oppose any type of movement as evidenced by a 7.03 mean out of a possible 11.

In terms of agreement and consistency as a group, the Hispanic leaders were more consistent with their answer as evidenced by a low standard of deviation of 1.26. As in the mean scores, Hispanic parent subgroups were clustered closer to each other in standard deviation scores. The difference in standard deviation between Hispanic leaders and the next group was almost one point with Mexican parents showing dispersal in their scores at 2.19, Puerto Rican, 2.26, and Other Hispanic parents, 2.30.

It would seem that Hispanic leaders would choose involvement of children in a desegregation plan, even if it entailed movement, more readily than the targeted parent groups. Both Puerto Rican and Other

Hispanic parents would choose involvement more readily and at perhaps at the same rate as evidenced by their similar mean scores -- 7.57 and 7.55 -- respectively, than would Mexican parents at 7.03. The scores for the Other Hispanic parents were the least consistent with a higher dispersal rate at 2.30 standard deviation compared to the Hispanic leaders standard deviation of only 1.26, a difference of 1.04 points. The standard deviation for the three parent subgroups, however, were closely clustered. Table 7 presents this information.

TABLE 7

Means and Standard Deviations for Choices for Involvement
of Children of Sample Subgroups

Population	N	\bar{X}	SD
Hispanic Leaders	13	8.92	1.26
Mexican Parents	100	7.03	2.19
Puerto Rican Parents	91	7.57	2.26
Other Hispanic Parents	40	7.55	2.30
Total	244	7.42	2.23

Total possible score: 11

Although the means of the parent groups seem to cluster together, there is a big difference between the mean of the Mexican parent group, 7.03, and the mean of the Hispanic leader group, 8.92. The F test indicates that there is a significant difference between groups as shown at the $p < .05$ level of significance. The results of the Analysis of Variance are presented in Table 8.

Since significant differences were found between groups, the Scheffe's Test of Contrasts was conducted.

TABLE 8

Results of Analysis of Variance for Choices for
Involvement of Children of Sample Subgroups

ANOVA By Variance Group	d/f	Sum of Squares	Mean Squares	F Ratio	F Prob
Between Groups	3	47.3418	15.7806	3.271	.0219*
Within Groups	240	1158.0186	4.8251		
Total	243	1205.3604			

* $p < .05$

The Scheffe's Test of Contrasts found a significant difference between the Hispanic Leader group with an average mean score of 8.92 and the Mexican parent group with an average mean score of 7.03. This pair of groups were significantly different from each other at the $p < .05$ level of confidence. Consequently, these two groups when compared to each other have significant differences in opinion regarding choices for involving their children in a desegregation plan which would entail some type of movement. The results of the Scheffe's Test of Contrasts is presented in table 9.

The Analysis of Variance results showed a significant difference between the Hispanic leaders responses and the Mexican parent subgroup responses. The results were significant at the $p < .05$ level of confidence. It would seem that Hispanic leaders would choose involvement of children in the educational process during implementation of the desegregation plan (a choice that implies movement of students) more readily as compared to Mexican parents.

TABLE 9

Results of Scheffe's Test of Contrasts for Choices for
Involvement of Children of Sample Subgroups

Groups	\bar{X}	L	M	P	O
Hispanic Leaders	8.92	L		*	
Mexican Parents	7.03	M			
Puerto Rican Parents	7.57	P			
Other Hispanic Parents	7.55	O			

Total possible score: 11

* Denotes pairs of groups significantly different at the
p < .05 level

When Hispanic parents were asked how they felt towards the magnet school concept, 29.4 percent of the parents surveyed agreed with the concept and voluntary busing, while 31.2 percent agreed with the concept but opposed any type of busing for children. Only 10.4 percent of the parents disagreed with the concept while a larger number, 27.7 percent, "did not know enough about magnet schools in the Chicago Public Schools to give an opinion." The remaining parents did not answer this question (1.31%). The majority of the Hispanic leaders, 84.6 percent, agreed with the magnet school concept and voluntary busing. Only 7.7 percent of the leaders agreed with the concept and opposed busing, and 7.7 percent of the leaders disagreed with the concept. The 7.7 percent represents one leader.

When asked about what type of plan the Hispanic parents would prefer for alleviating overcrowded schools (other than building new schools), 43.3 percent of the parents chose "Renting facilities in nearby buildings...so that children could stay in their neighborhoods," while

25.5 percent of the parents chose "Changing school boundaries so that children could attend a nearby neighborhood school." Only 14.7 percent chose "Designating a school within the local district (no more than 30 minutes away) and providing free transportation," and 11.3 percent "Having students and teachers attend classes in shifts to accommodate all students in the same neighborhood school." The rest did not answer this question (5.2%).

The majority of the Hispanic leaders, 61.5 percent chose "Renting facilities in nearby buildings so that children could attend a neighborhood school." On the other hand, 38.5 percent chose "Designating a school within the district (not more than 30 minutes away) and providing free transportation," an answer that entails movement out of the neighborhood.

When asked the third question dealing with this hypothesis, "I believe that Hispanic parents would be more likely to consider a desegregated magnet school, outside of their neighborhood, if:" only 16 percent of the Hispanic parents answered: "This statement is inappropriate since I do not believe Hispanic parents would agree to any type of busing." All other parents chose an option which dealt with the movement of children to a desegregated magnet school with the exception of 12 percent of the population that did not answer this question.

The Hispanic leaders all chose options which dealt with the movement of children to desegregated magnet schools (giving parents certain choices). No Hispanic leader chose the statement, "I do not believe Hispanic parents would agree to any type of busing."

The results of this investigation would seem to indicate that although the Mexican parents would be the least likely of the targeted

subgroups to choose any type of movement for their children and that their answer is very dissimilar to that given by the Hispanic leaders, an answer that is significant at the $p < .05$ level of confidence, the Mexican parents may not, however, overwhelmingly reject any type of movement of students as seen by their mean score of 7.03 out of a possible score of 11 points. The higher the mean, the more likely that subgroup would opt for educational choices being offered by a desegregation plan.

In view of the fact that significant differences were detected the null hypothesis was rejected for hypothesis #3.

Hypothesis #4

There will be no significant difference in the measured assessment of the role of bilingual education in a desegregation plan among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

In order to test this hypothesis, analysis of variance technique was used. This hypothesis examined whether the four discrete groups are different from each other. The results and discussions of the analysis follow.

Analysis of Variance

For the four subgroups examined or the 244 subjects sampled, a mean of 5.18 and a standard deviation of 1.92 was obtained as a result of the items related to the hypothesis.

In examining individual subgroup mean scores, the means for Hispanic leaders, 3.92 is lower than any other subgroup, i.e., Other Hispanic parents, 4.95, Mexican parents, 5.29, and Puerto Rican parents,

5.35. The maximum score for this hypothesis was 12. The lower the score, the more positive each subgroup felt about the importance of bilingual instruction for limited English proficient students in the desegregation plan. Since all subgroup mean scores fell in the lower third of the scale, it would seem that all subgroups felt positive about the importance of bilingual education. Even though the Hispanic leader mean score was lower than any other subgroup, 3.92, the Hispanic parent subgroups followed (4.95, 5.29, 5.35) and their scores closely resemble each other. Thus, the mean scores for all parent subgroups clustered closer to each other than to the Hispanic leader subgroups. There was, however, no significant difference found between groups.

Of the four subgroups, the data would seem to indicate that although all targeted subgroups were supportive of bilingual education, Hispanic leaders showed the most support for bilingual education with a mean score of 3.92. There was also little dispersal in their scores as evidenced by a standard deviation of 1.26, Puerto Rican parents as compared to the other three subgroups had more dispersal in their scores with a standard deviation of 2.18; consequently, they were less in agreement in their answer than the other three subgroups. Table 10 presents this information.

The F Probability indicates that there is no significant difference between groups. The results of the Analysis of Variance are presented in table 11.

Since no significant differences were found between groups, Scheffe's Test of Contrasts was not conducted.

As discussed previously, the results would seem to indicate that

TABLE 10

Means and Standard Deviations for the Measured Assessment

of the Role of Bilingual Education in a

Desegregation Plan of Sample Subgroups

Population	N	\bar{X}	SD
Hispanic Leaders	13	3.92	1.26
Mexican Parents	100	5.29	1.79
Puerto Rican Parents	91	5.35	2.18
Other Hispanic Parents	40	4.95	1.63
Total	244	5.18	1.92

Total possible score: 12

TABLE 11

Results of Analysis of Variance for Measured Assessment of

the Role of Bilingual Education in a

Desegregation Plan of Sample Subgroups

ANOVA					
By Variable Groups	d/f	Sum of Squares	Mean Squares	F Ratio	F Prob
Between Groups	3	26.5405	8.8468	2.451	.0641
Within Groups	240	866.1602	3.6090		
Total	243	892.7007			

all subgroups felt very strongly about the role of bilingual education in a desegregation plan. In looking at the individual results per question pertinent to this hypothesis, this fact became more evident.

The first question pertaining to this hypothesis asked... "In general, do you agree that students who do not know English should be offered the opportunity to receive bilingual instruction?" A total of

93.5 percent of all Hispanic subgroups questioned answered that they strongly agreed with this statement with only 3.5 percent disagreeing with the statement, the rest did not answer, 3.0 percent. All the Hispanic leaders (100%) strongly agreed or agreed with this statement.

When asked "How important do you think it is to provide bilingual instruction for students who are of limited English proficiency in a desegregated school where a bilingual program of instruction might not be readily available?," the results were similar to those of the previous questions discussed. A total of 89.3 percent of the parents felt that it was extremely important or important, while 4.7 percent felt that it was of limited importance or not important. The remaining 6 percent did not know or did not answer this question. Of the leaders surveyed, 92.3 percent felt that it was extremely important or important that provisions be made for limited English proficient (LEP) students in a desegregated setting, while 7.7 percent representing one leader did not think it was important.

In assessing the type of language services each subgroup would prefer for LEP students, the large majority of parents, 51.9 percent, chose transitional bilingual education while 18.2 percent chose maintenance bilingual education. Only 11.3 percent chose instruction in English as a second language for one or two periods per day, and 9.1 percent chose intensive instruction in the English language for most of the day. The remaining 9.5 percent were not sure or did not answer this question. Of the leaders surveyed, all were in favor of some type of bilingual education program. The transitional approach, was preferred by 53.8 percent while 46.2 percent preferred the maintenance approach.

It is clearly evident from the preceding data that Mexican, Puerto Rican, and Other Hispanic parents as well as Hispanic leaders are in agreement as to the importance of bilingual instruction being provided to LEP students in a desegregation plan. Although the transitional approach was preferred slightly more than the maintenance approach, the difference in the selection appears to be minimal and preference for each approach was almost evenly divided. The data showed that the parents and the leaders surveyed were very united in their perception of bilingual education as the main instructional approach for LEP students and that this approach should be made available to students who are placed in a desegregated setting.

In view of the fact that significant differences were not detected, the null hypothesis was accepted for hypothesis #4.

Model for Community Involvement

The questionnaires designed for both leaders and parents were not only designed to investigate the four main hypotheses, but an additional two questions were added in order to find out necessary background information to implement a type of third-party model or "linkage" model proposed in the Review of the Literature.

Question number 12 simply asked "Do you see a conflict between bilingual education goals and desegregation goals? with answer choices of "yes", "no" and "don't know." Question number 5 asked "How much information has been available to you concerning the Chicago Public Schools desegregation plan?" with answer choices of "All information that I need," "Only general information," "very little information,"

and "no information." The data from these two questions were examined using frequency tables.

Pertaining to question 12, only one Hispanic leader saw a conflict between desegregation goals and bilingual education goals. Consequently, 92.3 percent of the leaders surveyed did not see a conflict between desegregation goals, with 7.7 percent seeing a conflict. The 13 leaders represented 5.3 of the total group sampled.

Of the Mexican parents sampled, 25 percent saw a conflict between desegregation goals and bilingual education goals. A much higher percent, 48 percent, of the Mexican parents, however, did not see a conflict, while 19 percent did not know, and 8 percent did not answer the question. The 100 Mexican parents represented 41 percent of the total group sampled.

The Puerto Rican parents group sampled were about evenly divided in their responses. A total of 27.5 percent of this subgroup saw a conflict between desegregation and bilingual education, while 38.5 percent did not see a conflict; 26.4 percent of the Puerto Rican parents, however, did not know the answer to this question, and 7.6 percent did not answer this question. The 91 Puerto Rican parents represented 37.3 percent of the total group sampled.

The Other Hispanic parents group gave answers which closely paralleled the Mexican parents answers. Twenty percent of the Other Hispanic parents saw a conflict between desegregation goals and bilingual education goals, while 57.5 percent of these parents did not see a conflict; 20 percent of this subgroup did not know the answer, while 2.5 percent

did not answer the question. This population represented 16.4 percent of the total group sampled.

Of the total population sampled, 24.2 percent saw a conflict between desegregation goals and bilingual education goals, while a larger majority or 48.4 percent of the total population did not see a conflict; 20.9 percent of the total population answered that they did not know if there was a conflict, and 6.5 percent did not answer this question.

In looking at the data for subgroups, 25.1 percent of the parents saw a conflict between desegregation program goals and bilingual education goals; 45.9 percent did not see a conflict; 22.1 percent did not know and the remaining percentage did not answer (6.9%). As mentioned previously, 92.3 percent of the leaders surveyed did not see a conflict while 7.7 percent of the leaders did see a conflict between desegregation goals and bilingual education goals. This 7.7 percentage represented only one leader.

Question number five asks: "How much information has been available to you concerning the Chicago Public Schools desegregation plan?" This question was designed by the researcher to provide some data regarding the information flow to the Hispanic community concerning the Plan. Of the Hispanic leaders, 15.4 percent received all information needed; 38.5 percent received most information; 38.5 percent received only general information; 7.6 percent received very little information. The 13 Hispanic leaders, however, only represented 5.3 percent of the total group surveyed or 13 subjects.

Of the Mexican parents surveyed, only 5 percent responded that they received all information needed; 11 percent received most information needed; 25 percent received only general information. The larger majority, 41 percent, received very little information and 14 percent did not receive any information. Four percent of the Mexican parents surveyed did not answer this question. The answers of the Mexican parents represented 41 percent of the total population surveyed or 100 subjects.

Of the Puerto Rican parents surveyed, 4.4 percent responded that they received all information needed; 7.7 percent received most information needed; 30.7 percent received only general information; while 29.7 percent received very little information, and 27.5 percent received no information. The answers of the Puerto Rican parents represented 37.3 percent of the total population surveyed or 91 subjects.

The Other Hispanic subgroup surveyed generally gave similar answers as the other parent target subgroups of this study. Five percent of the Other Hispanic parents answered that they received all information needed; 5 percent received most information needed; 22.5 percent received only general information; 47.5 percent received very little information; 17.5 percent received no information. A total of 2.5 percent of Other Hispanic parent subgroups surveyed did not answer this question. The Other Hispanic subgroup represents 16.4 percent of the total population surveyed or 40 subjects.

As a total group, 5.3 percent reported that they received all information needed; 10.2 percent reported that they received most infor-

mation needed; 27.5 percent reported that they received, only general information; 36.1 percent reported that they received very little information; and 18.9 percent reported that they received no information. Two percent of the total population surveyed did not answer this question.

In looking at the data for the total Hispanic parent subgroups, the percentage for the amount of information received was lower than the total population surveyed. A total of 4.8 percent of the Hispanic parents surveyed received all information needed; 8.7 percent received most information needed; 26.8 percent received only general information; 37.7 percent received very little information; and 19.9 percent received no information. Only 2.1 percent of all Hispanic parents did not answer this question.

Generally, Hispanic leaders received more information about the Plan as compared to Hispanic parents of all subgroups.

A discussion of selected comments from the Leader Interview follows.

The reader will recall that the Leader Interview was conducted in order to provide some background information concerning the involvement of Hispanic parents and leaders in the development and implementation of a desegregation plan for Chicago Public Schools. A second purpose of this investigation was to examine a third-party model or a linkage model in which communities can be more effectively involved in this process. the Leader Interview provides the researcher with some valid areas of concern that need to be addressed in developing this model.

In looking at the results of the Leader Interview, it is important to examine key comments made by the targeted leaders. It is their opinions which are reflective of that of the masses and it is their opinions which can effect change at the local levels. The Hispanic leaders interviewed represented:

- 1) Organizational leaders responsible to the general Hispanic or larger community;
- 2) neighborhood, grass-roots leaders with ties to a local neighborhood organization; and
- 3) present or past board members, administrators, or other officials connected with the Chicago Public Schools.

Generally, Hispanic leaders surveyed did not feel that the Hispanic community was involved in the development and implementation of the desegregation plan. Hypothesis 1 showed that there was a significant difference between the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders. In their comments, Hispanic leaders generally stated that they believed that Hispanic parents were not involved in the development of the Plan. They stated that the desegregation plan was designed and negotiated by the Chicago Board of Education and the desegregation committee. One Hispanic leader stated that Hispanic parents were involved in most of the hearings about the Plan. However, the Hispanic leaders generally felt that any type of involvement was "after the

fact," i.e., after the desegregation plan had already been developed. A few leaders commented on the enormous amount of paperwork available regarding the Plan without relevant information being available to parents and community groups. Some relevant comments made were:

- Hispanic parents were barely informed. Even the attorneys had a terrible time getting information.
- There was very little effort to go into the neighborhood and speak to parents who would be affected about the entire plan.
- There wasn't any real consistent request from the Board that parents' opinion would be taken into consideration...Letters would come to community organizations...Only specific or key organization representatives would go. But a directive never really came to the parents from the local school locally.

Hypothesis 2 showed that there was a significant difference between the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Puerto Rican parents and Other Hispanic parents. It would seem that Puerto Rican parents were more positive about the educational programs being offered by the Chicago Public Schools than were the Other Hispanic parents. The data, however, shows that generally, Hispanic parents and leaders do not seem to overwhelmingly support the educational programs nor do they seem to overwhelmingly reject them. The leaders interviewed

were about evenly divided in their perception of the educational programs and found them about the same. A few leaders mentioned that they did not feel that giving schools more money would bring about any change. They mentioned the importance of the principal's role as educational leader and the necessity for retraining all staff members including the principal. The general consensus was that principals should not be working in a vacuum and should be made more accountable to the Board and to the community. One leader stated:

You have to have a principal that can do the job, that is, an instructional leader, in the hallways, is visible, and supports the teachers, rewards them, guides them, a number of things which many principals cannot do...You need input of parents and community in the schools. You have to encourage that. The principal is responsible for the school.

Hypothesis 3 showed that there was a significant difference among the choices of Mexican parents and Hispanic leaders for involvement of their children in the education process during the implementation of the desegregation plan in Chicago Public Schools. Although the Mexican parents were the least likely of the targeted subgroups to choose any type of movement for their children, the results of this investigation would seem to indicate that they do not overwhelmingly reject any type of movement. Hispanic leaders generally felt that the Hispanic parents would not oppose voluntary movement if they were made aware of the benefits of such a movement. In terms of overcrowded schools, Hispanic leaders generally stated that Hispanic parents are more interested in their children getting a good education and would be willing to have their children bused if it meant a better education. One leader stated:

The way to relieve overcrowding on a voluntary basis is to maintain a program that will instruct people about other options that they have.

A number of leaders pointed to the importance of getting parents involved in the desegregation plan to relieve overcrowded schools. One leader stated:

I think that once people, families start going other people will see...Once you start hearing the good things from those parents, they're going to be the best communicators.

Leaders interviewed generally commented on the importance of bilingual education programs and the preference of this educational approach by Hispanic parents. The importance of offering bilingual programs in magnet schools was mentioned by some leaders. One leader felt that both parents and leaders agreed philosophically with bilingual education programs; however, he did not feel that they understood the programs pedagogically.

Generally, Hispanic leaders felt that Hispanic parents would be more attracted to desegregated schools offering bilingual education programs, as pointed out by one leader:

A desegregated school that has a strong bilingual-bicultural program fully integrated into the curriculum will definitely attract Hispanic parents...A full maintenance program that not only involves bilingual or limited proficient kids but rather involves the entire school...

Leaders had different ideas on how to involve more effectively the Hispanic community in the desegregation process or how to "link" communities and schools together. Two leaders spoke of the adversarial relationship between the communities and the schools. When asked if community groups can provide a bridge between the Chicago Public Schools and the Hispanic populations, one leader stated:

Some community groups can do that very well. Others never do it because they're philosophically opposed to changing the adversarial relationship to a cooperative relationship in the schools...I

believe that community organizations should maintain a healthy amount of tension between themselves and the school system.

The idea that community organizations are advocates for the people in their area and that their clients are the community was stated. There was some doubt as to the ability of the school system to work with community groups as stated by one leader:

If there were more cooperation in terms of letting the people in the community decide, letting people in the schools decide what kind of changes should be made in the schools, then I don't think it would be as much of an adversarial position. But every time that a community organization goes to the Board and says: "This school is falling apart, we need a new school," they're told, "there's no money". So, there's no way from then on that they can have any kind of relationship. They are then, at that point, adversaries because the Board is saying "no".

One Hispanic leader was clear on who should be responsible for maintaining the parents informed. This leader spoke about the importance of word-of-mouth communication in the Hispanic community and reiterated the feeling of many leaders interviewed, that the Board has to work with individual families in order to bring about change. This leader stated that the Board cannot count on the community organization to inform parents. He stated:

The responsibility of having the parents participate in the school process is not the community organization's; it's the Board. Unless the Board understands that and lives that then there will never be that necessary understanding.

Generally, Hispanic leaders spoke about the need to make Hispanic parents more aware of the desegregation program and the options that are available to them. They also felt that the best way to work with parents was at the local school level and with individual families. They felt that change comes about through familiarity and exposure,

i.e., if they see that their families and/or friends are participating in a desegregated program which entails busing and the children are progressing educationally, others will join. The importance of advertising programs through word-of-mouth and family relationship was repeatedly stated, one leader said:

Information in order to be assimilated and used and meaningful has to be communicated in the context which is important to the person who receives the information and the context is not to have a seminar with parents, and I'm not talking about leaders....I am talking about Jose Hernandez who has a kid in...school. the concept is not to bring them downtown to a hotel to give them a lecture about transportation of the desegregation plan and the reasons why... None of that is relevant to him; that his child is attending another kind of school is important to him. Sometime during the year, at a personal level, rather {than} by way of written communication, sit down with groups of Hispanic parents and communicate to them.

The difficulty of getting information at all levels was repeatedly articulated. The first process in establishing a linking mechanism between the schools and the community was making information between the schools and the community available at the local school. The difficulty of dealing with a school system that is too big and complex was mentioned by one leader and the necessity of "making some sense out of it." This leader also spoke of the complexities encountered in trying to get information from the Board. The leaders also spoke of having "strong citizen and parental involvement" and stated that this policy should be articulated by the General Superintendent and the Board. One leader spoke of getting Board and staff members to communicate with local organizations by attending their community meetings. The next step mentioned by this leader was "sitting down and playing strategy."

The selected key statements presented in this study represent an overview of thoughts expressed by the 13 leaders interviewed. Even

though the statements were made by Hispanic leaders as individuals, it should be noted that the statements were very candid and provide some insights into their personal relationship in terms of having a meaningful dialogue with the Board of Education. Further, it points to the necessity of information flow from the Board to the community and from the parents, community members to the Board. These statements will be further analyzed in Chapter V, when discussing the proposed linkage model.

Summary

The results of this investigation which examined the educational involvement of selected Mexican parents, Puerto Rican parents, and Other Hispanic parents as well as Hispanic leaders with the Chicago Public Schools during the development and implementation of a desegregation plan have produced some significant results in terms of the four major hypotheses. In investigating the need for a third-party model so that information is adequately reached at the community level, the results were as would be expected and as pointed out in the Review of the Literature: the Hispanic community is not adequately informed concerning the local desegregation Plan.

The results in investigating hypothesis number one, seem to indicate that Hispanic parents, as a whole, have not been involved in the development and implementation of the Chicago Public Schools desegregation plan as compared to the Hispanic leaders. The difference in involvement for leaders as compared to all parent subgroups was significant at the $p < .05$ level.

The results would seem to indicate that there was a significant

difference between the level of involvement of the three sub-Hispanic groups and the Hispanic leaders in the development and implementation of the desegregation plan. For the leader group there was significantly more involvement at the $p < .05$ level as compared to the three parent subgroups.

In terms of the perception Hispanic parents and leaders have about the educational programs being offered as a result of the desegregation plan, data from hypothesis two would seem to indicate that both parents and leaders are evenly divided in their perception of the educational programs being offered by the Chicago Public Schools. They did not overwhelmingly support them nor did they overwhelmingly reject them; however, more than half the parents and half the leaders surveyed did not note any changes in educational programs as a result of the Plan.

In examining individual subgroup scores, the data would seem to indicate that there was a significant difference between the Puerto Rican parents subgroup responses and that of the Other Hispanic parent subgroup responses. The results were significant at the $p < .05$ level of confidence. These results would seem to suggest that Puerto Rican parents were more positive about the educational programs being offered by the Chicago Public Schools during the development and implementation of the Plan as compared to Other Hispanic parents.

The results of investigating hypothesis number three which dealt with the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the educational programs during implementation of the desegregation plan in the Chicago Public Schools, would seem to indicate that Mexican

In looking at the necessity for a third-party model or a linkage model for the Chicago Public Schools, it was first established that, generally, the Hispanic leaders surveyed did not see a conflict between desegregation goals and bilingual education program goals. Overall, 45.9 percent of the parents surveyed did not see a conflict between desegregation goals and bilingual education goals, while 25.1 percent of the parents surveyed saw a conflict, and 22.1 percent did not know if there was a conflict with 6.9 percent not answering this question.

In examining question number five which pertains to the information flow from the Chicago Public Schools to the Hispanic community, a total of 53.9 percent of the Hispanic leaders received all or most information needed; while the other half or 46.2 percent received only general or very little information. Of the Hispanic parent groups surveyed, however, only 13.5 percent of them received all or most information needed, while the large majority of 64.5 percent received only general or very little information, and 19.9 percent received no information. A total of 2.2 percent did not answer this question.

Selected key statements made by the 13 Hispanic leaders interviewed as part of this study were presented. Even though the statements were made by targeted leaders as individuals, it was noted that the statements were generally representative of the leaders and provide some insights into the necessity of information flow from the Board to the community as well as from the parents, community members to the Board.

The following chapter will present the summary conclusions, implications, and recommendations of this investigation. These presentations

will include a discussion of the four hypotheses and the proposed linkage model.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a complete summary of the problems investigated by this research. The procedures which were used to investigate this problem as well as the results obtained in this investigation will be summarized. Based on these results, conclusions, implications, and recommendations for further research will be presented.

Summary

The problem investigated in this study was the involvement of selected Mexican, Puerto Rican, and Other Hispanic parents and Hispanic leaders in the development and implementation of a desegregation plan for the Chicago Public Schools. In addition, this study investigated a need for a third-party model or a linkage model in which communities can be more effectively involved in this process.

The Review of the Literature showed that there is very little empirical research that specifies how school desegregation affects the national origin minority (NOM) populations. The Hispanic community, as has been documented in the Review of the Literature, has not been as involved in the area of desegregation as has been the black community.

Further, any involvement in the desegregation process has mainly been as the result of the Hispanic community's concern with keeping bilingual education programs intact.

A unique feature of this investigation was that the Hispanic parents were not only looked at as a group, but this study focuses on them as different subgroups, e.g., Mexican parents, Puerto Rican parents, and Other Hispanic parents. Hispanic leaders, however, were clustered into one group since they are generally considered as leaders of the general community as opposed to leaders of a specific sub-Hispanic group.

In order to investigate the problem, four major hypotheses were examined. They were:

#1 There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools for Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

#2 There will be no significant difference in the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

#3 There will be no significant difference among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the educational process during implementation of the desegregation plan in the Chicago Public Schools.

#4 There will be no significant difference in the measured assessment of the role of bilingual education in a desegregation plan among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

This investigation not only focused on the four main hypotheses but also provided background information to serve as a foundation for the third-party model or "linkage" model discussed in the Review of the Literature.

The subjects of this investigation were selected Hispanic leaders and Hispanic parents, the latter of which belonged to the sub-Hispanic groups designated as Mexican, Puerto Rican, and Other Hispanic parents.

A total of 13 Hispanic leaders were interviewed. These leaders were selected because they met one or more of the following criteria:

- 1) Visible leaders by their strong, written and oral participation in community affairs;
- 2) designated leaders by virtue of their position; and/or
- 3) participants in the desegregation process by virtue of their actual presence.

These leaders were representatives of large organizations responsible to the general Hispanic or larger community; neighborhood grass-roots organizations; or a present or past board member, administrator, or other official connected with the Chicago Public Schools. The 13 leaders represented an accurate cross section of the Hispanic community in Chicago; six were of Mexican background, five of Puerto Rican background, and two of Other Hispanic group background. Five of the leaders were born in the Continental United States. Of the remaining eight

leaders born outside the Continental United States, all had lived in the Continental United States for more the 16 years. Of the 13 leaders interviewed three were females and ten were males. All held college degrees or more except the two grass-roots community leaders who were high school graduates. All leaders were drawn from the Chicago metropolitan area.

The sample of the parents' groups was drawn from surveying Hispanic parents from local Chicago Public Schools located in different areas of the city where pockets of sub-Hispanic subgroups are located. The sample was composed of a total of 100 Mexican, 91 Puerto Rican, and 40 Other Hispanic parents. Of the 231, parents a total of 30 subjects were born in the United States while the majority of them or 201 subjects were born outside the Continental United States. 27 subjects had lived in the Continental United States for 3 years or less. The majority had lived in the Continental United States for over 4 years. Of the 231 parents surveyed, 166 were females and 63 were males; 2 subjects did not answer this question. In contrast to the educational level of the Hispanic leaders, the Hispanic parents had less education, the large majority (109) had only an elementary school education while another 84 had only secondary school education. Only 37 parents surveyed had some college education. One subject did not answer this question. All parent subjects were drawn from the metropolitan Chicago area.

Data for this investigation were obtained through the use of four instruments: The Leader Questionnaire, the Parent Questionnaire, Holl-

Hollingshead Two-Factor Index of Social Position,¹ and the Leader Interview.

Both the Leader Questionnaire and the Parent Questionnaire were developed by the researcher. They are not standardized instruments but instruments that were designed in order to gather specific data relating to the four main hypotheses and to the study as a whole. Both questionnaires are similar. Part I consists of questions designed to provide relevant information on the subject including socio-economic status (SES), with the Leader Questionnaire having an additional question in order to assess the type of leadership role in which the subject defined himself/herself. A total of eight or nine questions respectively were asked in Part I. Part II is a twelve-item, lykert-type questionnaire developed by the researcher in order to provide information relative to the four hypotheses under investigation. Two questions were designed to provide general information to serve as a rationale for implementing a "linkage" type model for community involvement as proposed in this study.

Hollingshead Two-Factor Index of Social Position,² an index which uses the occupational and educational level of the father or head of household, was used to determine the socio-economic status (SES) of the subjects of this investigation. The questions pertaining to SES were incorporated in both the Leader Questionnaire and the Parent Questionnaire.

¹ Charles Bonjean, Richard Hill, and S. Dale McLenore, Sociological Measurements (San Fransico: Chandler Publishing Company, 1967), pp. 441-448.

² Ibid.

The Leader Interview (taped), a 20 item questionnaire designed as open-ended consistent with the interview format, was developed by the researcher in order to provide the investigator with an in-depth analyses of all areas of investigation. Of particular concern were items related to the developing of a workable model for Hispanic community participation in the educational process. The Leader Questionnaire essentially provided quantitative data to answer the four hypotheses. The Leader Interview was used in this study in order to highlight relevant comments made by the subjects that provided more insight into this investigation and in particular into the establishment of a "linkage" model for community involvement.

In order to test the four major hypotheses of this investigation, the researcher employed Analysis of Variance (ANOVA) procedures. ANOVA procedures were run on SPSS in Sperry Univac 1100 Exec 8, Version H System. In the event that significant differences were found, Scheffe's Test of Contrasts was used to identify those differences. The researcher intended to use SES as a covariate, however, an analysis of the data for each hypothesis indicated that there was limited correlation between SES and the target subgroup answers. The reader was cautioned that the instruments were self-developed and had face validity. However, since they were not standardized, there is some reservation which must be applied in utilizing the statistical data.

Both the Leader Questionnaire and the Parent Questionnaire asked questions in order to provide general information about the desegregation and bilingual education as well as to determine if sufficient information was disseminated to the Hispanic community about the Plan.

The data from these questions were examined using frequency tables. As with the four hypotheses, the program used to perform the tabulation was Sperry Univac 1100 Exec 8, Version H.

Hypotheses #1

There will be no significant difference among the measured involvement in the development and implementation of the desegregation plan in the Chicago Public Schools for Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

In examining individual subgroup mean scores for the subjects sampled, the mean for Hispanic leaders was significantly different than for any other targeted group. The similarity in mean scores for three parent subgroups suggest that all three parent groups had similar levels of involvement in the development of the Plan and that this level of involvement was consistent for all three groups. The results would seem to indicate that the leaders were more involved in the development and implementation of the desegregation plan and that their involvement was significantly different to that of the three parent subgroups.

In view of the fact that significant differences were detected, the null hypothesis was rejected for Hypothesis #1.

Hypothesis #2

There will be no significant difference in the measured assessment of educational programs during implementation of the desegregation plan in the Chicago Public Schools among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

In examining individual subgroups mean scores for the subjects sampled, the mean score for the Puerto Rican parent group were significantly different from the Other Hispanic groups. Hispanic leaders are closer in agreement to Puerto Rican parents in assessing the educational programs being offered during implementation of the Plan than are Other Hispanic parents. The results would seem to indicate that there was a significant difference between the measured assessment of the educational program in the Chicago Public Schools of Puerto Rican parents as compared to Other Hispanic parents. Other Hispanic parents were the least positive about the education their children were receiving as compared to the other targeted groups and their answers were significantly different than the answers of the Puerto Rican parent subgroup.

In view of the fact that significant differences were detected, the null hypothesis was rejected for hypotheses #2.

Hypothesis #3

There will be no significant differences among the choices of Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders for involvement of their children in the education process during implementation of the desegregation plan in Chicago Public Schools.

In examining individual subgroup mean scores for the subjects sampled, the mean score for the Hispanic leader group were significantly different from the Mexican parent group. Although the mean of all the parent groups seem to cluster together, there is a difference between the mean of the Mexican parent group and that of the Hispanic leader group. The results would seem to indicate that there was a significant difference between the choices of leaders for involvement of children in

a desegregation plan as compared to Mexican parents. Since this hypothesis dealt with movement of children to desegregated schools, the results of this investigation would also seem to indicate that although Mexican parents would be the least likely of the targeted subgroups to choose any type of movement for their children and that their answers are significantly different from those of the Hispanic leaders, the Mexican parents seem to not overwhelmingly reject any type of movement as seen by their mean score of 7.3 out of a possible score of 11 points. The higher the mean, the more likely that subgroup would opt for educational choices being offered by a desegregation plan.

In view of the fact that significant differences were detected, the null hypothesis was rejected for hypothesis #3.

Hypothesis #4

There will be no significant differences in the measured assessment of the role of bilingual education in a desegregation plan among Mexican parents, Puerto Rican parents, Other Hispanic parents, and Hispanic leaders.

In examining individual subgroups mean scores for the subjects sampled, the mean score for the Hispanic leaders was lower than any other subgroup. Other Hispanic parents, Mexican parents, and Puerto Rican parents follow with subgroup mean scores all falling in the lower third of the scale. The lower the score, the more positive each subgroup felt about the importance of bilingual instruction for limited English proficient students. The results would seem to indicate that Mexican Parents, Puerto Rican parents, and Other Hispanic parents as well as Hispanic leaders are generally in agreement as to their assess-

ment of the role of bilingual education in a desegregation plan and that their assessment of the role is in favor of bilingual instruction being provided to students of limited English proficiency.

In view of the fact that significant differences were not detected, the null hypothesis was accepted.

Conclusions

An analysis of the results of this investigation into the involvement of selected Hispanic community leaders and Mexican parents, Puerto Rican parents, and Other Hispanic parents, in the development and implementation of a desegregation plan for Chicago Public Schools indicates a number of conclusions.

Hypotheses Findings

1. Hispanic leaders were more involved in the development and implementation of the desegregation plan than were Hispanic parents of all subgroup, i.e., Mexican parents, Puerto Rican parents, Other Hispanic parents.
2. Although Hispanic leaders have been more actively involved in the desegregation plan as compared to the parent subgroups their involvement has not been in the areas of systemwide desegregation meetings.
3. The level of involvement in the desegregation plan of all Hispanic parent subgroups was similar. All Hispanic parent subgroups were barely involved in the desegregation plan with the majority (63.6%) indicating that they were not involved at all in the development and implementation

of the plan and a similar majority (74%) responding that they did not participate in any systemwide meetings or workshops pertaining to the plan.

4. Hispanic parents were involved very little with development and implementation of the desegregation plan with Mexican parents being the least involved of the sub-Hispanic parent groups while the Other Hispanic and Puerto Rican parent subgroups showed slightly more involvement.

In general, conclusion 1 through 4 tend to support the findings of Arias,³ and Noboa,⁴ Gonzalez,⁵ Aspira,⁶ and Hawley et al.⁷ These investigations found little Hispanic community participation in desegregation plans and a lack of information dissemination.

The fact that Hispanic leaders were more involved is to be expected by virtue of their background. Community leaders are desig-

³ Beatriz M. Arias, "Hispanics and School Desegregation: Issues for the 1980's," paper Graduate School of Education, U.C.L.A., 1979.

⁴ Abdin Noboa, An Overview of Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollement (Washington, D.C.: National Institute of Education, 1980).

⁵ Josue M. Gonzalez, Hispanics Bilingual Education and Segregation: A Review of Major Issues and Policy Direction (Washington, D.C.: U.S. Commission on Civil Rights, January 1982).

⁶ Aspira of America, Inc. Trends in Segregation of Major School Districts Having Large Hispanic Enrollment, Vol. 2 Desegregation and the Hispanic in America (Washington, D.C.: National Institute of Education, 1980).

⁷ Hawley, et. al., Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies, 9 vols. (Nashville, Tn.: Vanderbilt University, Institute of Policy Studies, Center for Education and Human Development Policy, 1982).

nated as leaders because they are seen as being involved in community matter. Hawley, et. al.,⁸ Williams and Ryan,⁹ McDonnell and Ullman¹⁰ document the importance of community involvement and the importance of the "leaderships" role in a desegregation plan.

5. Parents and leaders were about evenly divided in their perception of the educational program being offered as a result of the desegregation plan. They do not overwhelmingly support or reject the educational programs being offered as a result of the desegregation plan.

6. Over half the parents surveyed and half the leaders surveyed did not note any change in educational programs.

7. Although Hispanic parents and leaders perception of the educational program were somewhat similar, Other Hispanic parents were the least positive about the education their children were receiving as compared to Puerto Rican parents.

In general conclusions 5 through 7 tend to support some of the findings of the 1981 in NORC¹¹ study in Chicago. The findings showed that Hispanic parents were positive about the education their children

⁸ Ibid.

⁹ Robert R. Ryan and Margaret Ryan, Schools in Transition (Chapel Hill, N.C.: The University of North Carolina Press, 1954).

¹⁰ Lorraine M. McDonnell and Gail L. Zellerman, "The Role of Community Groups Facilitating School Desegregation," paper presented at the annual meeting of the American Political Science Association, New York, N.Y., August-September 1976.

¹¹ National Opinion Research Center, The Chicago School District Desegregation Survey (Chicago: Board of Education, City of Chicago, Nov.-Dec., 1981).

were receiving. It also showed that most parents favored school desegregation in general but rejected busing and mandatory desegregation programs. The present research study, however, did not find that Hispanic parents were as positive about the education their children were receiving as were the subjects of the NORC study.

8. In terms of choices of Hispanic parents and Hispanic leaders for involvement of their children in the desegregation plan, Hispanic leaders would choose involvement which entailed movement of students more readily than would Mexican parents.

9. Although Mexican parents would be the least likely of all targeted groups to choose any type of movement for their children their answers were very dissimilar to those given by the Hispanic leaders, the Mexican parents do not seem to overwhelmingly reject any type of movement.

10. Although the majority of parents did not reject the magnet school concept, approximately one fourth of the parents surveyed were not familiar with the concept.

11. Hispanic leaders did not believe that Hispanic parents would not agree to any type of busing.

12. In considering overcrowded schools and desegregated magnet schools, most Hispanic parents did not reject the idea of movement of children if it meant a better educational opportunity for their children.

Conclusions 8 through 12 support the findings of the 1981 NORC¹²

¹² Ibid.

that found that although Hispanic parents were favorable towards desegregation, they were the least familiar with the magnet school concept or voluntary transfer plan. They also support the finding of Fernandez and Guskin,¹³ who in their investigations have found that Hispanics are not opposed to desegregation plans per se but to the remedies that are sometimes used.

13. Mexican, Puerto Rican, and Other Hispanic parents as well as Hispanic leaders are in agreement as to the importance of bilingual instruction being provided to limited English proficient (LEP) students in a desegregation plan.

14. The Hispanic parents and Hispanic leaders were about evenly divided in their preference for transitional bilingual education and maintenance bilingual education as the appropriate educational approach for LEP students

Conclusion 13-14 support the national findings concerning the need for bilingual education based upon studies funded by the Bilingual Edu-

¹³ Ricardo R. Fernandez and Judith T. Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, Willis P. Hawley, ed., (Beverly Hills, Ca.: Sage Publications, 1981.)

¹⁴ U.S. Department of Education, The Condition of Bilingual Education in the Nation 1982: A Report from the Secretary of Education to the President and the Congress, (Roslyn, Va.: National Clearinghouse for Bilingual Education, 1982), pp. 7,9.

¹⁵ Thomas B. Carter, Interface Between Bilingual Education and Desegregation: A Study of Arizona and California (Washington, D.C.: National Institute Education, 1982).

¹⁶ Gonzalez, Hispanics, Bilingual Education, 1982.

cation Act.¹⁴ It is further supported by Carter,¹⁵ Gonzalez,¹⁶ Noboa,¹⁷ Fernandez and Guskin,¹⁸ and Baez, et al.¹⁹

At the local level the popularity of bilingual education is documented by Gray²⁰ in her investigations.

Need for Community Involvement

15. Hispanic leaders did not see a conflict between desegregation goals and bilingual education goals.

16. Although the majority of Hispanic parents did not see a conflict between bilingual education goals and desegregation goals, approximately one-fourth of the parents surveyed saw a conflict and the other fourth did not know if there was a conflict.

These findings support investigations by Orfield,²¹ Fernandez and

¹⁷ Noboa, An Overview of Trends, 1980.

¹⁸ Ricardo R. Fernandez and Judith T. Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, Willis D. Hawley, ed. (Beverly Hills, Cal.: Sage Publication, 1981).

¹⁹ Luis A. Baez, Ricardo Fernandez, Judith T. Guskin, Safeguarding the Rights of Hispanic Children During Desegregation of Milwaukee Public Schools: A Community Perspective (Milwaukee, Wi.: University of Wisconsin, Midwest National Origin Desegregation Center, 1983).

²⁰ Deborah D. Gray, "Attitudes of Mexican and Puerto Rican Parents Toward Bilingual Education," M.A. Thesis, Chicago State University, 1978.

²¹ Gary Orfield, Must We Bus? (Washington, D.C.: The Brookings Institution, 1978).

²² Ricardo Fernandez and Judith Guskin, "Hispanic Students and School Desegregation," Effective School Desegregation, Willis D. Hawley, ed. (Beverly Hills, Ca.: Sage Publications, 1981).

Guskin,²² Carter and Segura,²³ who do not find an inherent conflict between desegregation goals and bilingual education goals.

17. Generally, Hispanic leaders received more information about the desegregation plan than Hispanic parents of all subgroups.

18. A large majority of the Mexican, Puerto Rican, and Other Hispanic parent subgroups received very little or no information about the desegregation plan.

19. Hispanic leaders at all levels felt that Hispanic parents were not involved in the development and implementation of the desegregation plan.

Conclusions 17-19 support the findings of the Chicago Board of Education's "Annual Desegregation Review"²⁴ that refers to the problem encountered with the sparse participation of the Hispanic community members in desegregation meetings as opposed to bilingual education meetings.

Model for Community Involvement

The questionnaires for both leaders and parents were not only designed to investigate the four main hypotheses but an additional two questions were added in order to find out necessary background informa-

²³ Thomas P. Carter and R.D. Segura, Workable Models of Bilingual Education in Desegregation Settings: An Exploratory Study of Arizona and California (Sacramento, Ca.: California State University, 1979).

²⁴ Board of Education, City of Chicago Annual Desegregation Review (Chicago: Board of Education, City of Chicago, 1984).

tion for implementing a third-party model or "linkage" model as proposed in this investigation.

In analyzing the data from the parent and the leader questionnaires pertaining to the linkage model,, the majority of Hispanic Leaders did not see a conflict between desegregation plans and bilingual education goals. Of the parent subgroups sampled, approximately one-fourth in each group saw a conflict between desegregation goals and bilingual education goals. Therefore, generally, Hispanic parents did not see a conflict. However, approximately one-fourth of the parents in each subgroup did not know the answer to this question.

In examining the data which pertains to the information flow from the Chicago Public Schools to the Hispanic community, approximately half of the leaders received all or most information needed while the other half received only general or very little information. Of the Hispanic parent groups surveyed, however, only a small portion received all or most information needed while the large majority or most parents received only general, very little information, or no information.

In looking at key comments made by the targeted Hispanic leaders in the Leader Interview, the researcher focused on comments relevant to the 4 hypotheses and comments which provide a foundation for the "linkage" model examined in the Review of the Literature. It is important to note that, generally, Hispanic leaders at all levels, felt that Hispanic parents were not involved in the development and implementation of the desegregation plan. Their participation was after the fact and limited to the desegregation hearings. The difficulty of obtaining necessary information concerning the Plan was discussed, as well as the fact the Board of Education meetings concerning the Plan were mainly directed at

community organizations and not at parent groups. The enormous amount of paper work available regarding the desegregation plan was also discussed without relevant information being available that had meaning to parents and community groups.

Generally Hispanic leaders do not overwhelmingly support nor reject the educational programs being offered in the Chicago Public Schools as a result of the desegregation plan. Some of the leaders did not note any changes in the educational programs and found them about the same. The relative unimportance of more money being given to the schools was mentioned as opposed to strengthening the role of the principalship. Generally, the Hispanic leaders felt that the principal should not be working in a vacuum and should have more support. In the same manner, principals should be more accountable to the Board and the community. The importance training of staff at all levels was mentioned.

The fact that parents needed to be made aware of the different options that were available to their children as a result of the desegregation plan was discussed as was the problem of overcrowded schools. Although neighborhood schools were seen as important, quality education in a non-overcrowded situation was seen as more important. A number of leaders pointed to the importance of information given by word-of-mouth at the local school community level and reaching out to the individual families in order for change to take place. Generally, Hispanic leaders felt the Hispanic parents would be more attracted to desegregated schools offering bilingual education programs.

All leaders agreed on the importance of offering a bilingual education program to limited English proficient students in a desegregation

plan. Some suggested that a maintenance bilingual education program which includes monolingual English students would attract many students.

The adversarial relationship between community groups was mentioned almost as a necessary factor. A number of leaders mentioned the importance of strong citizen and parent involvement at the local schools. Generally, Hispanic leaders felt that in order to bring about change, the Board has to work with the local schools and local community groups. The importance of reaching individual families was mentioned as a key factor in linking the schools and community. Change, the leaders believed, can take place if the Board worked with key grass-roots parent leaders and with the local school community groups. The leaders generally did not feel that massive advertisement and a media blitz helped to convince Hispanic parents of the benefits of the desegregation plan. What makes a difference to parents, the leaders believe, is better communication at the local school or community level and exposure to the different programs. This would entail such measures as small group meetings and taking parents to the school sites offering alternative programs from their neighborhood schools.

The leaders suggested that a strong citizens-parental involvement policy needs to be articulated by the General Superintendent and the Board and that the necessary support be given at the local school level. The importance of making parents aware and giving them the necessary information in an understandable manner was mentioned. Generally, Hispanic leaders spoke, in a consistent manner, of the importance of reaching individual families at the local school or community level. These meetings should take place in small groups with relevant information given to the parents and community members.

Implications

In the Review of the Literature this study focused on a linkage model proposed by Glaser and Goodson in Havelock and Havelock's Training for Change Agents.²⁵ This linkage model calls for a Resource Utilization Specialist (RUS) who would serve as the primary change agent for the system. The RUS would be in charge of a training program which would include key people in the school-community system, i.e., the Chicago Board of Education as well as the community. This school-community resource team will have a planner and a manager of change.

The role of the RUS is considered a temporary one, with the agent moving on to other systems once the school system has developed its plan. The planner and manager of change becomes the change agent for the system and trains others to take on this function.

The school-community resource team would include key local personnel trainees in the program as well as key community leader. The change agent would assist the school-community system in adapting to change or adopting to new knowledge and innovations which are most appropriate. The change agent's role, who is the RUS at the beginning of this process, is that of a facilitator. The change agent becomes the "knowledge linker" drawing upon all the resources in education, i.e., research and demonstration findings in order to help the client to organize and reformulate such knowledge into a range of alternative solutions for application in the school community system. The role of the change

²⁵ Ronald Havelock and Mary Havelock, Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields (Ann Arbor, Mich: The Center for Research on utilization of Scientific Knowledge, Institute of Social Research, University of Michigan, 1973).

agent is that of helping others to develop problem-solving skills. The school-community resource team's role is to learn techniques of self-help in problem solving.

At first the RUS is the main change agent, this person will train others to become change agents and work with individual school-community resource team (S-C Team).

For a linking process to work as presented in the Review of the Literature, the Research Utilization Specialist (RUS) must be well trained and capable to train others to take over the role of change agent for the system. The school community team (S-C Team) needs to be formulated at the local school and or community level. The process of change becomes a local concern, with the S-C Team consisting of local parents and local staff members. Once the initial RUS or designated change agent trains others for his/her job the initial change agent moves on to work with other S-C Teams. The linking process is decentralized and relevant to each individual local community.

In developing this linking mechanism, the system must consider opening up its resources and making these resources available to the local groups. This means that the change-agent must provide the S-C team with information that is relevant, must make this team "aware" of all the options that are available in the desegregation plan, must be willing to listen to parents and community members in a two-way process. A linkage-type model can work in a school system that considers factors that are relevant to its clients, i.e., the students, parents and leaders of the community. Such factors as close family ties, the importance of one-to-one contact and information given locally by friends and other factors presented in this study must be considered in implementing this

linking model. It is important to note that the model has to be implemented locally and expanded laterally to other schools. Thus, knowledge comes from the local level and up to the central office system as opposed to it being dictated from the central office and going down to the school system.

The result of this study consistently indicated the lack of involvement of the Hispanic parents in the development and implementation of the desegregation plan offered by the Chicago Public Schools and a need for a linking model. Although the Hispanic leaders were more involved than the Mexican, Puerto Rican, and Other Hispanic parents, their level of involvement was not as much as the researcher would have expected it to be. Given the definition and exposure of a "leader" the researcher would have expected them to be very involved in the development of the Plan. Although the desegregation plan was mainly developed as a black-white issue in Chicago, it should be remembered that any legal actions taken by Hispanics to make it a tri-ethnic plan was consistently dismissed by the courts as discussed in the Review of the Literature. Perhaps, because of this action, the Hispanic leaders in general were not involved in the initial development stages. From all documents examined and leaders interviewed, it was clear that the Plan was mainly developed by staff from the Chicago Public Schools in conjunction with the Desegregation Committee of the Board. The leadership for the development of the desegregation plan was taken by the Board's lead consultant Dr. Robert L. Green. The result of this finding has strong implications for the Board. If Hispanic parents and leaders were not involved to a large degree in the development of the Plan there was no sense of ownership, therefore, the lack of involvement during the

implementaion stages. Consequently the Board has to find a way in which to more effectively involve the Hispanic community in the implementation aspect of the Plan. This fact consistently points to the need for a linkage type model in order to bring about the necessary changes that need to take place if a desegregation plan is to be successfully implemented. This involvement would necessarily have to take place at the local school and at other community meetings. This study has implications for developing a linkage model that reaches individual families and school groups as opposed to having massive meetings and media blitz that are not meaningful to parents as a whole.

The importance of individual small group contact cannot be minimized. In a school system as large as the Chicago Public Schools, parents can get lost and not know where to go for information. It should be pointed out that Hispanic leaders said that they, in many instances, could not get necessary information and were referred to numerous persons for information without success; therefore, the importance of making parents aware of the options they have in a desegregation plan and presenting their options in an understandable manner has to be a priority. The linkage model developed has to reach the parents and community members. Another implication is that parents were perhaps not as informed because of the lack of information available in the Spanish language. Although the parents surveyed were mainly born outside the continental United States with the majority of them having resided in the continental United States for over four years, it was noted that most of the parents surveyed were Spanish-dominant. The large majority of parents chose to complete their survey in Spanish and many needed assistance in reading. The large disparity between the educational

level of the parents and leaders as well as the disparity in their socio-economic status (most Hispanics parents were classified as a result of this study in the lower spectrum of the SES scale while Hispanic leaders were in the upper spectrum) point to the need for reaching Hispanic parents in their native language and in a manner which is relevant to their needs. If Hispanic parents are more comfortable in familiar surroundings and with family and friends, small group meetings need to be held at the local school and community levels. This implies that any system as large as Chicago cannot effectively bring about change (the desegregation plan implies change) unless it is willing to work with small groups at a time. Utilizing the small group concept the communication network is enlarged. Once the system reaches a few parents they will in turn communicate to other parents. The linkage model has to be designed in order to effect change at the local school and community level as opposed to massive community meetings and media blitz which are so typical of large school systems.

Although Hispanic parents and leaders were evenly divided in their perception of the educational programs being offered by the Chicago Public Schools, with approximately half the population surveyed noting no changes in the educational program, it should be noted that this response was not necessarily a negative response. As has been stated in the Review of the Literature, Hispanic parents nationwide have not been very involved in desegregation matters unless it threatens bilingual education programs. In Chicago, bilingual education programs are state-mandated and, as such, must be protected by the courts. The historical background of the Chicago Plan shows that bilingual education programs have been virtually left intact. Further, because many His-

panic parents are not aware or perhaps have not been made aware of the many options that are available for their children in a desegregation plan, the problem of movement of children from their barrios has not surfaced as a valid complaint. Chicago's desegregation plan is voluntary. Hispanic parents, at the time of the interview, were generally not familiar with the Options Program. If Hispanic parents and leaders did not note any changes in the educational programs, it is perhaps because at the local school level the program that most affects Hispanics, i.e., bilingual education had not changed as a result of the desegregation plan. Hispanic parents have to be made aware of other options that are available as a result of the Plan. If other options are to be accepted by Hispanics, provisions have to be made in order to reach the limited English proficient students in an integrated setting.

The study showed, as other national studies, that Hispanic parents and leaders did not overwhelmingly reject any type of movement for their children. Hispanic parents and leaders, although concerned about developing the local neighborhood schools, would opt to send their children to another school, even if it entailed busing, if their children would receive a better education in a situation that is not over-crowded. Hispanic parents, like other parents, are mainly concerned with their children getting a good education. Consequently, the school system via a linkage model can work with small groups at the community level in order to bring about change to relieve overcrowding of students at predominantly Hispanic schools.

Approximately one-third of the Hispanic parents surveyed were not familiar with the magnet school concept. Hispanic parents, as stated previously, need to be made aware of the many options that are available

as a result of the desegregation plan. Further, if magnet schools and other Options Programs are to recruit Hispanic students, provisions must be made to serve those students as well as the parents. It should be remembered that approximately one-third of the Hispanic population in the Chicago Public Schools is classified as being of limited English proficiency (LEP). Those students would need special consideration in an integrated school. Further, students who are not LEP are also classified as national origin minority, thus the civil rights of this population must also be protected. The system should provide enough supportive services to ensure a smooth transition from an isolated school, if such is the case, to an integrated school.

The importance of bilingual education as the educational approach that Hispanic parents and leaders preferred for limited English students was highlighted in this study. It is interesting to note that over half the Hispanic leaders and half the Hispanic parents surveyed chose the transitional bilingual education approach as the instructional approach for LEP students. The rest of the leaders surveyed chose the maintenance approach while approximately half the parents chose the transitional bilingual educational approach, only 18 percent of the parents chose the maintenance approach and the remaining percentage chose other instructional approaches. Consequently, the bilingual education approach and, in particular, the transitional bilingual education approach was preferred for LEP students by the samples surveyed. Part of the reason that the Hispanic leaders chose a maintenance approach to a higher degree than the Hispanic parents, could be explained by the leaders' greater understanding of instructional approaches by virtue of their involvement with the schools and understanding of the educational

approaches. All leaders interviewed were completely bilingual. Many stated the fact that they preferred a maintenance type of program for their own children and as an educational option for all children, but did not think it was feasible to implement such programs throughout the school system. Although implications were made for the transitional bilingual education programs to remain as the main instructional approach for serving LEP students, it would also seem important to develop maintenance type programs in desegregated schools as an option for both LEP students and students who are already bilingual.

Hispanic parents and leaders generally did not see a conflict between bilingual education goals and desegregation goals, one-fourth of the parents surveyed saw a conflict and one-fourth of the parents surveyed did not know. The fact that approximately half of the parents surveyed saw a conflict between desegregation goals and bilingual education goals, implies that there is a lack of information reaching the parents. Perhaps they saw a conflict or did not know if there was a conflict because they were not familiar with the goals of each program. There is a need for making parents aware of both programs and how they can function together.

Recommendations for Further Research

The questions posed by the major hypotheses of this investigation have been investigated and a linkage-type model has been presented for implementation in order to get Hispanic parents or any parents or groups of people involved in a desegregation process which entails the acceptance of change or innovation. However, this study has raised other inquires and research problems.

1. To what extent are Hispanic parents involved in the plan after a few years of implementation?
2. To what extent are the Leader Questionnaire and the Parent Questionnaire valid instruments? Although this investigation has reported that both questionnaires were pilot tested and revised accordingly, the instruments have not been subjected to standardization.
3. To what extent is the role of the principalship being changed as a result of the desegregation plan? This study only pointed out the importance of the role of the principal as indicated by the Hispanic leaders.
4. What process are school systems adopting in order to relieve overcrowding of schools? The Chicago Public Schools has numerous schools that are predominately Hispanic and overcrowded. The issue of overcrowded schools is of great concern to the Hispanic community.
5. To what extent can a linkage-model be implemented in a school system as large as Chicago?
6. To what extent are Hispanic students presently participating in Options Programs being offered by the Chicago Public Schools desegregation plan?
7. To what extent are bilingual education programs being implemented in integrated schools?
8. To what extent is the concern of poverty as it relates to Chicago

Public School Hispanic students related to their educational success?

In order to answer these questions, the following recommendations for further research are suggested:

1. Investigate the involvement of Hispanic parents after a few years of implementation of the Plan. This could involve using the same questionnaire used in this investigation and correlating the answers with this study.

2. Submit the items of the Leader Questionnaire and the Parent Questionnaire to standardization procedures.

3. Since the importance of the role of the principal was repeatedly mentioned by the Hispanic leaders, and the importance of the principal role has been well documented by previous studies, it is suggested that the role of the principal in a desegregation plan be examined. Did the role change? What training has the principal received, if any, as a result of the Plan?

4. Although the present study touched on the issue of overcrowded schools in Chicago as it has affected the Hispanic community, that issue has to be examined at a closer level. The plan that is being implemented by the Chicago Public Schools in order to relieve overcrowding should be documented and studied for investigation and possible use by other large school systems with the same type of problem.

5. The present method of communicating to parents by the Chicago Public Schools has to be examined. A linkage-type model, if developed

and implemented by a school system, should be documented to determine if it is, in fact, effective.

6. Currently, there is no present study that shows how Hispanic students are participating in Options Programs. If, in fact, Hispanic parents were not generally aware of Options Programs when the study was conducted, to what extent are they aware of the programs at the present time?

7. Although the majority of Hispanic students who are of limited English proficiency are attending racially isolated schools in Chicago Public Schools, some are attending schools that are integrated. How are LEP students being served at integrated schools? What types of bilingual programs are available at such schools?

8. Analyze the concern of poverty as it relates to Chicago Public School students and their academic achievement.

The 8 recommendations cited above are not offered as a complete list but are intended as examples of additional studies for consideration in studying the impact of desegregation programs in the Hispanic community. The answers to these questions will give further insight into understanding how more effectively to serve such a diverse community.

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APPENDIX A

1 2 3 4

Leader Questionnaire

This questionnaire will provide information concerning the development and implementation of the Student Desegregation Plan for the Chicago Public Schools. Your participation in this study is purely voluntary. Your completed questionnaire and all responses will be held confidential. Some follow-up interviews will be conducted, allowing individuals to respond to selected inquiries in more detail. Follow-up interviews will be tape recorded. Your contribution of ideas is very important; however, you may choose to discontinue this process at any time. Thank you for your participation.

Instructions: Please put an "X" on the line in front of the answer you select. You should select only one answer per question for both Parts I and II.

Please disregard the numbers to the right of the page.

Part I.

Background Information

1. I am viewed by the community-at-large as: (21)
- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | An organization leader who is responsible to the general Hispanic or larger community. | 1 |
| <input type="checkbox"/> | A neighborhood grass-roots leader with ties to a local neighborhood organization. | 2 |
| <input type="checkbox"/> | A present or past board member, administrator, or other official connected with the Chicago Public Schools. | 3 |
2. I am of the following background (22)
- | | | |
|--------------------------|-----------------------------------|---------|
| <input type="checkbox"/> | Mexican | 1 |
| <input type="checkbox"/> | Puerto Rican | 2 |
| <input type="checkbox"/> | Other Hispanic Specify _____ | 3,4,5,6 |

3. I was born - - (23)
- In the Continental U.S.A. 1
(Skip to question 4)
- Outside the Continental U.S.A. 2
Specify Location _____
- I have lived in the Continental U.S.A. (24)
- less than one year 1
- 1-3 years 2
- 4-7 years 3
- 8-15 years 4
- 16 or more years 5
4. The highest grade I completed in school was: (Circle - (25-26)
appropriate number for last year completed or last degree.)
- Elementary 1 2 3 4 5 6 7 8 11,-18
- Secondary 1 2 3 4 21,-24
- College 1 2 3 4 31,-34
- Postgraduate Masters or above 40
5. In your household, are you the person responsible for (27)
paying rent or mortgage?
- Yes 1
- No 2
- Shared responsibility 3
6. Please briefly describe employment and give job title (28-30)
of the head of household, identified in statement above
- _____
- _____
- _____

7. I usually speak the following language(s) at home: (31)
- Only Spanish 1
- Predominantly Spanish 2
- An equal amount of Spanish and English 3
- Predominantly English 4
- Only English 5

8. Do you have any child(ren)? (32)
- Yes (See statement below) 1
- No 2

If your child(ren) currently attend(s) any Chicago Public School(s) please list the name(s) of the school(s) and the grade level(s). (33-36), (37-38)

<u>Name of School</u>	<u>Grade Level of Pupil</u>	0-12
_____	_____	
_____	_____	
_____	_____	

- What is your relationship to those children? (39)
- Mother 1
- Father 2
- Guardian (Male _____ Female _____) 3,4,5
- Does Not Apply 6
9. Are any of your children participants in the voluntary busing program now? (40)
- Yes 1
- No 2
- Not sure 3

Program Information

1. The Chicago Public Schools have developed and are implementing a voluntary desegregation plan. The plan allows for students: (5)
- . to remain in their neighborhood schools
 - . to transfer to an option (magnet) school with free transportation
 - . to transfer to a permissive enrollment school with free transportation

How involved were you in the development or implementation of this voluntary desegregation plan?

- _____ Not involved at all 1
- _____ Heard about plan through media, from local school staff and/or through community meetings 2
- _____ Participated in public hearings 3
- _____ Participated in the development and implementation of some aspects of the plan 4

2. During the development or implementation of Chicago Public Schools voluntary desegregation plan, approximately how many systemwide Chicago Public Schools meetings or workshops did you attend relating to the plan? (6)

- _____ 0 1
- _____ 1-3 2
- _____ 4-6 3
- _____ 7 or more 4

3. A magnet school houses a voluntary desegregated program with students of different ethnic/racial groups. It offers special in-depth studies in such areas as: science, languages, fine arts, and basic skills. Free student transportation is provided by the Chicago Public Schools. Choose one of the following statements that best represents your feelings toward the magnet school concept. (7)
- _____ I agree with the magnet school concept and voluntary busing. 3
- _____ I agree with the concept but oppose any type of busing for children. 2
- _____ I disagree with the concept. 1
- _____ I do not know enough about magnet schools in the Chicago Public Schools to give an opinion. 4
4. What opinion do you have in general of the educational program offered by the Chicago Public Schools as part of the desegregation plan? Overall, do you think they are... (3)
- _____ Poor 1
- _____ Fair 2
- _____ Good 3
- _____ Excellent 4
- _____ Not sure 5
5. How much information has been available to you concerning the Chicago Public Schools desegregation plan? (9)
- _____ All information that I needed 1
- _____ Most information that I needed 2
- _____ Only general information 3
- _____ Very little information 4
- _____ No information 5

6. The current bilingual education program in the Chicago Public Schools offers instruction in both the native language and in English to students who are of limited English proficiency. In general, do you agree that students who do not know English should be offered the opportunity to receive bilingual instruction? (10)
- | | |
|--|---|
| <input type="checkbox"/> Strongly agree | 1 |
| <input type="checkbox"/> Agree | 2 |
| <input type="checkbox"/> Disagree | 3 |
| <input type="checkbox"/> Strongly disagree | 4 |
| <input type="checkbox"/> Don't know | 5 |
7. The Chicago Public Schools voluntary desegregation plan has been operational for over a year. As a result, have you noted any program changes in the Chicago Public Schools over the last year? (11)
- | | |
|---|---|
| <input type="checkbox"/> Definite, positive changes in educational programs | 4 |
| <input type="checkbox"/> Some positive changes in educational programs | 3 |
| <input type="checkbox"/> No change | 2 |
| <input type="checkbox"/> Some negative changes in educational programs | 1 |
| <input type="checkbox"/> Definite, negative changes in educational programs | |

8. A large majority of predominantly Hispanic schools are overcrowded, i.e., classes are held in mobiles, halls, and or closets. The Chicago Public Schools desegregation plan proposes various means to relieve overcrowding at these sites. Other than building new schools, what type of plan would you prefer for alleviating overcrowded schools? (Choose one)

- _____ Renting facilities in nearby buildings (such as parochial schools) so that children could stay in their neighborhoods. 2
- _____ Changing school boundaries so that children could attend a nearby neighborhood school. 3
- _____ Designating a school within the local district (no more than 30 minutes away) and providing free transportation. 4
- _____ Having students and teachers attend classes in shifts to accommodate all students in the same neighborhood school. 1

9. I believe that Hispanic parents would be more likely to consider a desegregated magnet school, outside of their neighborhood, if: (Choose one) (13)

- _____ A large number of neighborhood children were to attend the same magnet school together 2
- _____ Individual families were convinced that the magnet school offered a better education for their children than the school they are currently attending 3
- _____ The programs were designed to meet the educational needs of the Hispanic child(ren) and their families 4
- _____ This statement is inappropriate since I do not believe Hispanic parents should agree to any type of busing 1

10. The Chicago Public Schools desegregation plan states that provisions should be made for bilingual services for students who are of limited English proficiency. How important do you think it is to provide bilingual instruction for students who are of limited English proficiency in a desegregated school where a bilingual program of instruction might not be readily available? (14)
- Extremely important 1
 Important 2
 Of limited importance 3
 Not important 4
 Don't know 5
11. What kind of special language services do you prefer for limited English proficient students? (15)
- Instruction in English as a second language for one or two periods a day 3
 Transitional bilingual education (instruction in Spanish and English, shifting gradually to all English instruction.) 2
 Maintenance bilingual education (instruction in both English and Spanish regardless of language fluency) 1
 Intensive instruction in the English language for most of the school day 4
 Not sure 5
12. Do you see a conflict between bilingual education goals and desegregation goals? (16)
- Yes 1
 No 2
 Don't know

Please feel free to comment: _____

1 2 3 4

Cuestionario para líderes:

Este cuestionario recogerá información concerniente al desarrollo e implementación del Plan de Desegregación de Estudiantes para las Escuelas Públicas de Chicago. Su participación en este estudio es voluntaria. Sus respuestas a las preguntas del cuestionario serán completamente confidenciales. Haremos algunas entrevistas con el fin de que algunas personas contesten detalladamente ciertas preguntas que han sido seleccionadas. Estas entrevistas serán grabadas. Sus ideas son muy importantes. Sin embargo, usted puede cesar su participación cuando quiera. Gracias por su colaboración.

Instrucciones: Por favor, ponga una "X" en la línea que está al frente de la respuesta que usted escoja. Usted debe escoger solamente una respuesta por cada pregunta en las partes I y II.

Favor de ignorar los números a la derecha de la página.

Parte I **Información Personal**

1. La gente de mi comunidad me considera como: (21)
- | | |
|---|---|
| <input type="checkbox"/> un líder organizador que es responsable de sus acciones ante la comunidad hispana o ante toda la comunidad. | 1 |
| <input type="checkbox"/> un líder producto de su comunidad, ligado a una organización local de la vecindad. | 2 |
| <input type="checkbox"/> como miembro presente o pasado de la Junta de Educación, administrador u otro oficial asociado con las Escuelas Públicas de Chicago. | 3 |
2. Pertenezco al siguiente grupo étnico: (22)
- | | |
|--|---------|
| <input type="checkbox"/> mejicano | 1 |
| <input type="checkbox"/> puertorriqueño | 2 |
| <input type="checkbox"/> otro grupo hispano Explique _____ | 3,4,5,6 |

3. Nací en: (23)

- en el país de los Estados Unidos
 (continúe a la pregunta número 4) 1
- fuera de los Estados Unidos
 Especifique el lugar _____ 2

He vivido en los Estados Unidos: (24)

- menos de un año 1
- 1-3 años 2
- 4-7 años 3
- 8-15 años 4
- 16 años o más 5

4. El nivel escolar más alto que he completado es: (25-26)
 (Ponga un círculo alrededor del número apropiado a su educación.)

- elemental 1 2 3 4 5 6 7 8 11-18
- secundaria 1 2 3 4 21-24
- universidad 1 2 3 4 31-34
- post-graduado - Maestría o más 40

5. En su hogar ¿es usted la persona responsable de pagar el alquiler o hipoteca? (27)
- | | |
|---|---|
| <input type="checkbox"/> Sí | 1 |
| <input type="checkbox"/> No | 2 |
| <input type="checkbox"/> Responsabilidad compartida | 3 |
6. Por favor describa brevemente su trabajo e indique el oficio o profesión del jefe de la familia, identificado en la pregunta número 5: (28-30)
- _____
- _____
- _____
7. Por lo general, en mi casa se habla lo siguiente: (31)
- | | |
|---|---|
| <input type="checkbox"/> solamente español | 1 |
| <input type="checkbox"/> más español que inglés | 2 |
| <input type="checkbox"/> ambos español e inglés | 3 |
| <input type="checkbox"/> más inglés que español | 4 |
| <input type="checkbox"/> solamente inglés | 5 |

8. ¿Tiene usted hijos? (32)
- _____ Sí (Vea abajo) 1
- _____ No 2

Si sus hijos asisten actualmente a una de (33-36)(37-38)
 las Escuelas Públicas de Chicago, por
 favor indique los nombres de estas escuelas
 y el grado.

Nombre de la escuela

Grado del alumno

- ¿Cuál es su parentesco con estos niños? (39)
- _____ madre 1
- _____ padre 2
- _____ tutor _____ tutora _____ 3,4,5
- _____ no se aplica 6

9. ¿Participan algunos de sus hijos en el programa de (40)
 "transportación voluntaria"?
- _____ Sí 1
- _____ No 2
- _____ No estoy seguro 3

Parte IIInformación del Programa

1. Las Escuelas Públicas de Chicago han desarrollado y están implementando un plan voluntario de desegregación. El plan permite que los estudiantes: (5)

- . permanezcan en las escuelas de su vecindad
- .. se transfieran a una escuela piloto con transporte gratis
- .. se transfieran a una escuela de matrícula abierta con transporte gratis

¿Cuál fue su participación en el desarrollo o implementación del plan voluntario de desegregación?

- _____ no participé 1
- _____ supe del plan a través de los medios publicitarios, del personal de las escuelas y/o a través de reuniones de la comunidad 2
- _____ participé en reuniones públicas 3
- _____ participé en el desarrollo e implementación de algunos aspectos del plan. 4

20. Durante el desarrollo o implementación del plan voluntario de desegregación de las Escuelas Públicas de Chicago, aproximadamente ¿a cuántas reuniones o talleres relacionados a este plan asistió usted? (5)

- _____ 0 1
- _____ 1-3 2
- _____ 4-6 3
- _____ 7 o más 4

3. Una escuela piloto ofrece un programa voluntario desegregado con estudiantes de diferentes grupos étnicos y raciales. Ofrece estudios a fondo en áreas como: ciencia, idiomas, bellas artes y destrezas básicas. Facilita transporte público gratis. Escoja la contestación que mejor representa sus sentimientos hacia el concepto de la escuela piloto: (7)
- _____ Estoy de acuerdo con el concepto de la escuela piloto y transportación voluntaria. 3
- _____ Estoy de acuerdo con el concepto, pero me opongo a cualquier tipo de transportación de los niños. 2
- _____ No estoy de acuerdo con el concepto. 1
- _____ No sé mucho acerca de la escuela piloto de las Escuelas Públicas de Chicago y por eso no puedo dar mi opinión. 4
4. ¿Cuál es su opinión acerca del programa educativo de las Escuelas Públicas de Chicago como parte del plan de desegregación? En general, usted piensa que es: (8)
- _____ Pobre 1
- _____ Mediocre 2
- _____ Bueno 3
- _____ Excelente 4
- _____ No tengo opinión 5
5. ¿Que información ha tenido usted en relación con el plan de desegregación de las Escuelas Públicas de Chicago? (9)
- _____ Toda la información necesaria. 1
- _____ La mayoría de la información necesaria. 2
- _____ Solamente información general. 3
- _____ Muy poca información. 4
- _____ Ninguna información.

6. El programa educativo bilingüe en las Escuelas Públicas de Chicago ofrece instrucción en el lenguaje nativo y en inglés a los estudiantes que hablan poco inglés. En general, ¿está usted de acuerdo de que los estudiantes que no saben inglés deben tener la oportunidad de recibir instrucción bilingüe? (10)

<input type="checkbox"/> Estoy fuertemente de acuerdo	1
<input type="checkbox"/> Estoy de acuerdo	2
<input type="checkbox"/> Estoy en desacuerdo	3
<input type="checkbox"/> Estoy fuertemente en desacuerdo	4
<input type="checkbox"/> No sé	5

7. El plan de desegregación voluntaria de las Escuelas Públicas de Chicago ha estado en operación por más de un año. Como resultado de esto, ¿ha notado usted algún cambio en el programa de las escuelas públicas de Chicago en el pasado año? (11)

<input type="checkbox"/> Sí, cambios positivos en el programa educacional.	4
<input type="checkbox"/> Algunos cambios positivos en el programa educacional.	3
<input type="checkbox"/> Ningún cambio.	2
<input type="checkbox"/> Algunos cambios negativos en el programa educacional.	1
<input type="checkbox"/> Sí, cambios negativos en el programa educacional.	

8. Una gran mayoría de escuelas predominantemente hispanas están sobrepobladas, por ejemplo, las clases son dadas en salones móviles, pasillos y/o cuartos pequeños. El plan de desegregación de las Escuelas Públicas de Chicago propone varias maneras para mejorar este problema. En lugar de construir nuevas escuelas ¿Qué tipo de plan preferiría usted para ayudar a mejorar este problema? (Escoja una) (12)
- _____ Alquilar espacio en edificios cercanos (como escuelas parroquiales) para que los niños puedan permanecer en sus vecindades. 2
- _____ Cambiar la jurisdicción de las escuelas para que los niños puedan asistir a escuelas públicas cercanas a su domicilio. 3
- _____ Escoger una escuela dentro del distrito local (no más de 30 minutos de distancia) y proveer transportación gratis. 4
- _____ Que los estudiantes y maestros asistan a clases en diferentes turnos para lograr que todos los estudiantes puedan asistir a la misma escuela en su vecindario. 1
- 9.. Opino que los padres hispanos considerarían una escuela piloto desegregada fuera de su vecindad, si: (Escoja una) (13)
- _____ Una gran cantidad de los niños de la vecindad asistieran a la misma escuela piloto juntos. 2
- _____ Las familias individuales fuesen convencidas que la escuela piloto ofrece una mejor educación para sus hijos que a la que asisten presentemente. 3
- _____ Los programas fueran diseñados para llenar las necesidades educativas de los niños hispanos y sus familias. 4
- _____ Esta declaración es inapropiada porque opino que los padres hispanos no deben estar de acuerdo con ningún plan de transporte. 1

10. El plan de desegregación de las Escuelas Públicas de Chicago establece que se deben tomar provisiones para ofrecer servicios de instrucción bilingüe a los estudiantes que tienen escasos conocimientos del idioma inglés. ¿Cuán importante cree usted que es proveer educación bilingüe a los estudiantes de conocimiento limitado de inglés en una escuela desegregada donde no exista un programa bilingüe de instrucción? (14)
- | | |
|---------------------------------|---|
| _____ Extremadamente importante | 1 |
| _____ Importante | 2 |
| _____ De poca importancia | 3 |
| _____ De ninguna importancia | 4 |
| _____ No sé | 5 |
11. ¿Que tipo de servicios especiales de instrucción prefiere usted para los estudiantes de conocimiento limitado de inglés? (15)
- | | |
|---|---|
| _____ Instrucción en inglés como segundo idioma por uno o dos períodos al día. | 3 |
| _____ Educación transicional bilingüe (instrucción en español e inglés, cambiando gradualmente a instrucción en inglés totalmente). | 2 |
| _____ Educación bilingüe de mantenimiento (instrucción en ambos inglés y español, haciendo caso omiso a la fluidez del idioma). | 1 |
| _____ Instrucción intensiva en inglés por la mayor parte del día escolar. | 4 |
| _____ No estoy seguro | 5 |
12. ¿Ve usted algún conflicto entre las metas de la educación bilingüe y las metas de desegregación? (16)
- | | |
|-------------|---|
| _____ Sí | 1 |
| _____ No | 2 |
| _____ No se | |
- Por favor haga comentarios: _____
- _____
- _____
- _____

APPENDIX B

1 2 3 4

Parent Questionnaire

This questionnaire will provide information concerning the development and implementation of the Student Desegregation Plan for the Chicago Public Schools. Your participation is purely voluntary and is limited to completing this questionnaire. All responses will be held confidential. Thank you for your participation.

Instructions: Please put an "X" on the line in front of the answer you select. You should have only one answer per question for both Parts I and II.

Please disregard the numbers to the right of the page.

Part I.

Background Information

- | | | |
|----|--|---------|
| 1. | I am of the following background | (22) |
| | <u> </u> Mexican | 1 |
| | <u> </u> Puerto Rican | 2 |
| | <u> </u> Other Hispanic Specify _____ | 3,4,5,6 |
| 2. | I was born - - | (23) |
| | <u> </u> in the Continental U.S.A.
(Skip to question 3) | 1 |
| | <u> </u> outside the Continental U.S.A.
Specify Location _____ | 2 |
| | I have lived in the Continental U.S.A. | (24) |
| | <u> </u> Less than one year | 1 |
| | <u> </u> 1-3 years | 2 |
| | <u> </u> 4-7 years | 3 |
| | <u> </u> 8-15 years | 4 |
| | <u> </u> 16 or more years | 5 |

3. The highest grade I completed in school was: (Circle appropriate number for last year completed or last degree.) (25-26)
- | | | |
|---------------------------------------|------------------|--------|
| <input type="checkbox"/> Elementary | 1 2 3 4 5 6 7 8 | 11,-18 |
| <input type="checkbox"/> Secondary | 1 2 3 4 | 21,-24 |
| <input type="checkbox"/> College | 1 2 3 4 | 31,-34 |
| <input type="checkbox"/> Postgraduate | Masters or above | 40 |
4. In your household, are you the person responsible for paying rent or mortgage? (27)
- | | |
|--|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |
| <input type="checkbox"/> Shared responsibility | 3 |
5. Please briefly describe employment and give job title of the head of household, identified in statement above (28-30)
- _____
- _____
- _____
6. I usually speak the following language(s) at home: (31)
- | | |
|---|---|
| <input type="checkbox"/> Only Spanish | 1 |
| <input type="checkbox"/> Predominantly Spanish | 2 |
| <input type="checkbox"/> An equal amount of Spanish and English | 3 |
| <input type="checkbox"/> Predominantly English | 4 |
| <input type="checkbox"/> Only English | 5 |

7. Do you have any child(ren)? (32)

____ Yes (See statement below) 1

____ No 2

If your child(ren) currently attend(s) any Chicago Public School(s) please list the name(s) of the school(s) and the grade level(s). (33-36), (37-38)

<u>Name of School</u>	<u>Grade Level of Pupil</u>
_____	_____
_____	_____
_____	_____

0-12

What is your relationship to those children? (39)

____ Mother 1

____ Father 2

____ Guardian (Male____ Female____) 3,4,5

____ Does Not Apply 6

8. Are any of your children participants in the voluntary busing program now? (40)

____ Yes 1

____ No 2

____ Not sure 3

Part II.Program Information

1. The Chicago Public Schools have developed and are implementing a voluntary desegregation plan. The plan allows for students: (5)
- . to remain in their neighborhood schools
 - . to transfer to an option (magnet) school with free transportation
 - . to transfer to a permissive enrollment school with free transportation
- How involved were you in the development or implementation of this voluntary desegregation plan?
- | | | |
|-------|---|---|
| _____ | Not involved at all | 1 |
| _____ | Heard about plan through media, from local school staff and/or through community meetings | 2 |
| _____ | Participated in public hearings | 3 |
| _____ | Participated in the development and implementation of some aspects of the plan | 4 |
2. During the development or implementation of Chicago Public Schools voluntary desegregation plan, approximately how many systemwide Chicago Public Schools meetings or workshops did you attend relating to the plan? (6)
- | | | |
|-------|-----------|---|
| _____ | 0 | 1 |
| _____ | 1-3 | 2 |
| _____ | 4-6 | 3 |
| _____ | 7 or more | 4 |

3. A magnet school houses a voluntary desegregated program with students of different ethnic/racial groups. It offers special in-depth studies in such areas as: science, languages, fine arts, and basic skills. Free student transportation is provided by the Chicago Public Schools. Choose one of the following statements that best represents your feelings toward the magnet school concept. (7)
- _____ I agree with the magnet school concept and voluntary busing. 3
- _____ I agree with the concept but oppose any type of busing for children. 2
- _____ I disagree with the concept. 1
- _____ I do not know enough about magnet schools in the Chicago Public Schools to give an opinion. 4
4. What opinion do you have in general of the educational program offered by the Chicago Public Schools as part of the desegregation plan? Overall, do you think they are... (8)
- _____ Poor 1
- _____ Fair 2
- _____ Good 3
- _____ Excellent 4
- _____ Not sure 5
5. How much information has been available to you concerning the Chicago Public Schools desegregation plan? (9)
- _____ All information that I needed 1
- _____ Most information that I needed 2
- _____ Only general information 3
- _____ Very little information 4
- _____ No information 5

6. The current bilingual education program in the Chicago Public Schools offers instruction in both the native language and in English to students who are of limited English proficiency. In general, do you agree that students who do not know English should be offered the opportunity to receive bilingual instruction? (10)
- | | |
|-------------------------|---|
| _____ Strongly agree | 1 |
| _____ Agree | 2 |
| _____ Disagree | 3 |
| _____ Strongly disagree | 4 |
| _____ Don't know | 5 |
7. The Chicago Public Schools voluntary desegregation plan has been operational for over a year. As a result, have you noted any program changes in the Chicago Public Schools over the last year? (11)
- | | |
|--|---|
| _____ Definite, positive changes in educational programs | 4 |
| _____ Some positive changes in educational programs | 3 |
| _____ No change | 5 |
| _____ Some negative changes in educational programs | 2 |
| _____ Definite, negative changes in educational programs | 1 |

10. The Chicago Public Schools desegregation plan states that provisions should be made for bilingual services for students who are of limited English proficiency. How important do you think it is to provide bilingual instruction for students who are of limited English proficiency in a desegregated school where a bilingual program of instruction might not be readily available? (14)
- | | |
|--|---|
| <input type="checkbox"/> Extremely important | 1 |
| <input type="checkbox"/> Important | 2 |
| <input type="checkbox"/> Of limited importance | 3 |
| <input type="checkbox"/> Not important | 4 |
| <input type="checkbox"/> Don't know | 5 |
11. What kind of special language services do you prefer for limited English proficient students? (15)
- | | |
|--|---|
| <input type="checkbox"/> Instruction in English as a second language for one or two periods a day | 3 |
| <input type="checkbox"/> Transitional bilingual education (instruction in Spanish and English, shifting gradually to all English instruction.) | 2 |
| <input type="checkbox"/> Maintenance bilingual education (instruction in both English and Spanish regardless of language fluency) | 1 |
| <input type="checkbox"/> Intensive instruction in the English language for most of the school day | 4 |
| <input type="checkbox"/> Not sure | 5 |
12. Do you see a conflict between bilingual education goals and desegregation goals? (16)
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |
| <input type="checkbox"/> Don't know | 3 |

Please feel free to comment: _____

(17)

1 2 3 4

Questionario para los padres:

Este cuestionario recogerá información concerniente al desarrollo e implementación del Plan de Desegregación de Estudiantes para las Escuelas Públicas de Chicago. Su participación es totalmente voluntaria y se limita a completar este cuestionario. Todas sus respuestas serán confidenciales. Gracias por su participación.

Instrucciones: Por favor ponga una "X" sobre la línea en frente de la respuesta que usted escoja. Usted debe tener solamente una respuesta por pregunta para ambas partes I v II.

Por favor ignore los números a la derecha de la página.

Parte I

Información Personal

1. Pertenezco al siguiente grupo étnico: (22)
- | | | |
|---------------|---|---------|
| <u> </u> | mejicano | 1 |
| <u> </u> | puertorriqueño | 2 |
| <u> </u> | otro grupo hispano Explique <u> </u> | 3,4,5,6 |
2. Nací en: (23)
- | | | |
|---------------|---|---|
| <u> </u> | en el país de los Estados Unidos
(continúe a la pregunta número 3) | 1 |
| <u> </u> | fuera de los Estados Unidos
Especifique el lugar <u> </u> | 2 |
- He vivido en los Estados Unidos: (24)
- | | | |
|---------------|-----------------|---|
| <u> </u> | menos de un año | 1 |
| <u> </u> | 1-3 años | 2 |
| <u> </u> | 4-7 años | 3 |
| <u> </u> | 8-15 años | 4 |
| <u> </u> | 16 años o más | 5 |

3. El nivel escolar más alto que he completado es: (25-26)
(Ponga un círculo alrededor del número apropiado a su educación.)

_____ elemental	1 2 3 4 5 6 7 8	11-18
_____ secundaria	1 2 3 4	21-24
_____ universidad	1 2 3 4	31-34
_____ post-graduado - Maestría o más		40

4. En su hogar, ¿es usted la persona responsable de pagar el alquiler o hipoteca? (27)

_____ Sí	1
_____ No	2
_____ Responsabilidad compartida	3

5. Por favor describa brevemente su trabajo e indique el oficio o profesión del jefe de la familia; identificado en la pregunta número 4. (28-30)

6. Por lo general, en mi casa se habla lo siguiente: (31)

_____ solamente español	1
_____ más español que inglés	2
_____ ambos español e inglés	3
_____ más inglés que español	4
_____ solamente inglés	5

7. ¿Tiene usted hijos? (32)
- | | |
|----------------------|---|
| _____ Sí (Vea abajo) | 1 |
| _____ No | 2 |

Si sus hijos asisten a una de las escuelas públicas de Chicago, por favor indique los nombres de estas escuelas y el grado: (33-36)(37-38)

<u>Nombre de la escuela</u>	<u>Grado del alumno</u>
_____	_____
_____	_____
_____	_____

- ¿Cuál es su parentesco con estos niños? (39)
- | | |
|--------------------------------|-------|
| _____ madre | 1 |
| _____ padre | 2 |
| _____ tutor _____ tutora _____ | 3,4,5 |
| _____ no se aplica | 6 |

8. ¿Participan algunos de sus hijos en el programa de transportación voluntaria? (40)
- | | |
|-----------------------|---|
| _____ Sí | 1 |
| _____ No | 2 |
| _____ No estoy seguro | 3 |

Parte II Información del Programa

1. Las Escuelas Públicas de Chicago han desarrollado y están implementando un plan voluntario de desegregación. El plan permite que los estudiantes: (5)

- . permanezcan en las escuelas de su vecindad
- . se transfieran a una escuela piloto con transporte gratis
- . se transfieran a una escuela de matrícula abierta con transporte gratis

¿Cuál fue su participación en el desarrollo o implementación del plan voluntario de desegregación?

- | | |
|--|---|
| _____ no participe | 1 |
| _____ supe del plan a través de los medios publicitarios, del personal de las escuelas y/o a través de reuniones de la comunidad | 2 |
| _____ participe en reuniones públicas | 3 |
| _____ participe en el desarrollo e implementación de algunos aspectos del plan. | 4 |

2. Durante el desarrollo o implementación del plan voluntario de desegregación de las Escuelas Públicas de Chicago, aproximadamente ¿a cuántas reuniones o talleres relacionados a este plan asistió usted? (6)

- | | |
|---------------|---|
| _____ 0 | 1 |
| _____ 1-3 | 2 |
| _____ 4-6 | 3 |
| _____ 7 o más | 4 |

3. Una escuela piloto ofrece un programa voluntario desegregado con estudiantes de diferentes grupos étnicos y raciales. Ofrece estudios a fondo en áreas como: ciencia, idiomas, bellas artes y destrezas básicas. Facilita transporte público gratis. escoja la contestación que mejor representa sus sentimientos hacia el concepto de la escuela piloto: (7)

_____ Estoy de acuerdo con el concepto de la escuela piloto y transportación voluntaria. 3

_____ Estoy de acuerdo con el concepto, pero me opongo a cualquier tipo de transportación de los niños. 2

_____ No estoy de acuerdo con el concepto. 1

_____ No sé mucho acerca de la escuela piloto de las Escuelas Públicas de Chicago y por eso no puedo dar mi opinión. 4

4. ¿Cuál es su opinión acerca del programa educativo de las Escuelas Públicas de Chicago como parte del plan de desegregación? En general, usted piensa que es: (8)

_____ Pobre 1

_____ Mediocre 2

_____ Bueno 3

_____ Excelente 4

_____ No tengo opinión 5

5. ¿Que información ha tenido usted en relación con el plan de desegregación de las Escuelas Públicas de Chicago? (9)

_____ Toda la información necesaria. 1

_____ La mayoría de la información necesaria. 2

_____ Solamente información general. 3

_____ Muy poca información. 4

_____ Ninguna información. 5

6. El programa educativo bilingüe en las Escuelas Públicas de Chicago ofrece instrucción en el lenguaje nativo y en inglés a los estudiantes que hablan poco inglés. En general, ¿está usted de acuerdo de que los estudiantes que no saben inglés deben tener la oportunidad de recibir instrucción bilingüe? (10)

- _____ Estoy fuertemente de acuerdo 1
- _____ Estoy de acuerdo 2
- _____ Estoy en desacuerdo 3
- _____ Estoy fuertemente en desacuerdo 4
- _____ No sé

7. El plan de desegregación voluntaria de las Escuelas Públicas de Chicago ha estado en operación por más de un año. Como resultado de esto, ¿ha notado usted algún cambio en el programa de las escuelas públicas de Chicago en el pasado año? (11)

- _____ Sí, cambios positivos en el programa educacional. 4
- _____ Algunos cambios positivos en el programa educacional. 3
- _____ Ningún cambio. 2
- _____ Algunos cambios negativos en el programa educacional. 1
- _____ Sí, cambios negativos en el programa educacional.

8. Una gran mayoría de escuelas predominantemente hispanas están sobrepobladas, por ejemplo, las clases son dadas en salones móviles, pasillos y/o cuartos pequeños. El plan de desegregación de las Escuelas Públicas de Chicago propone varias maneras para mejorar este problema. En lugar de construir nuevas escuelas ¿Qué tipo de plan preferiría usted para ayudar a mejorar este problema? (Escoja una) (12)
- _____ Alquilar espacio en edificios cercanos (como escuelas parroquiales) para que los niños puedan permanecer en sus vecindades. 2
- _____ Cambiar la jurisdicción de las escuelas para que los niños puedan asistir a escuelas públicas cercanas a su domicilio. 3
- _____ Escoger una escuela dentro del distrito local (no más de 30 minutos de distancia) y proveer transportación gratis. 4
- _____ Que los estudiantes y maestros asistan a clases en diferentes turnos para lograr que todos los estudiantes puedan asistir a la misma escuela en su vecindario. 1
9. Opino que los padres hispanos considerarían una escuela piloto desegregada fuera de su vecindad, si: (Escoja una) (13)
- _____ Una gran cantidad de los niños de la vecindad asistieran a la misma escuela piloto juntos. 2
- _____ Las familias individuales fuesen convencidas que la escuela piloto ofrece una mejor educación para sus hijos que a la que asisten presentemente. 3
- _____ Los programas fueran diseñados para llenar las necesidades educativas de los niños hispanos y sus familias. 4
- _____ Esta declaración es inapropiada porque opino que los padres hispanos no deben estar de acuerdo con ningún plan de transporte. 1

10. El plan de desegregación de las Escuelas Públicas de Chicago establece que se deben tomar provisiones para ofrecer servicios de instrucción bilingüe a los estudiantes que tienen escasos conocimientos del idioma inglés. ¿Cuán importante cree usted que es proveer educación bilingüe a los estudiantes de conocimiento limitado de inglés en una escuela desegregada donde no exista un programa bilingüe de instrucción? (14)

_____ Extremadamente importante	1
_____ Importante	2
_____ De poca importancia	3
_____ De ninguna importancia	4
_____ No sé	5

11. ¿Qué tipo de servicios especiales de instrucción prefiere usted para los estudiantes de conocimiento limitado de inglés? (15)

_____ Instrucción en inglés como segundo idioma por uno o dos períodos al día.	3
_____ Educación transicional bilingüe (instrucción en español e inglés, cambiando gradualmente a instrucción en inglés totalmente).	2
_____ Educación bilingüe de mantenimiento (instrucción en ambos inglés y español, haciendo caso omiso a la fluidez del idioma).	1
_____ Instrucción intensiva en inglés por la mayor parte del día escolar.	4
_____ No estoy seguro	5

12. ¿Ve usted algún conflicto entre las metas de la educación bilingüe y las metas de desegregación? (16)

_____ Sí	1
_____ No	2
_____ No se	3

Por favor haga comentarios: _____

APPENDIX C

Leader Interview (Taped)

The purpose of this study is to undertake an in-depth assessment of the educational involvement of selected Hispanic parents and community leaders in the development or implementation of a desegregation plan for Chicago Public schools. You have previously answered a questionnaire concerning this area. This interview will provide specific information related to the topic of investigation.

I am going to tape this interview. You are free to discontinue this process at any time.

- Do you realize that this interview is being taped?

- Is it clear to you that only the researcher will have access to the tapes and that the researcher will not use your name or other identifying information in the written report?

The questions that follow will help me to assess the involvement of Hispanic community leaders and parents in the development or implementation of the Student Desegregation Plan for Chicago Public Schools.

1. In what capacity were you involved with the Chicago Public Schools (CPS) during the development or implementation of its Student Desegregation Plan?

2. Please describe the manner in which you were involved.

3. In general, in what manner do you feel Hispanic parents were involved in the development or implementation of this plan? If not involved, why not?

The questions that follow will help me to determine your assessment of the educational programs which have been developed and are being implemented as part of the Chicago Public Schools Student Desegregation Plan.

4. In general, have you noted any changes in the educational programs as a result of the Student Desegregation Plan? Please describe.
5. Have these changes been generally advantageous to the Hispanic student population? Please explain.
6. How effective has the Chicago Public Schools been in informing Hispanic parents and the general Hispanic community concerning the Student Desegregation Plan? If not effective, why not?

The following questions will provide information concerning the choices of Hispanic parents for involvement of their children in the educational process during implementation of this plan.

7. Is there any particular type of desegregated school that will attract more Hispanic involvement?

8. Many of the predominantly Hispanic schools or "isolated" schools are remaining segregated. They are receiving supplementary desegregation funds. Are you in agreement with this plan?
9. How important do you think it is for Hispanic students to remain in their neighborhood schools? Explain.
10. How important do you think it is for Hispanic students to attend desegregated schools? Explain.
11. What should be done to relieve overcrowding at local schools? Explain.

The following questions will provide information concerning the role of bilingual education in a desegregation plan.

12. It has been reported that bilingual education is one of the few issues in which Hispanics are united. Do you agree with this statement?
13. What do you perceive as the real popularity of bilingual education among Hispanics?
14. Do you see a marked conflict between desegregation and bilingual education? Explain.

15. In general, how do you feel about transitional bilingual education as it is being offered by the Chicago Public Schools?
16. What type of bilingual education programs, if any, would you like to see implemented in the Chicago Public Schools?

The following questions will provide me with some information concerning linking Chicago Public Schools closer with Hispanic parents and community groups.

17. In what manner can Chicago Public Schools involve more Hispanic students in desegregated programs (such as magnet schools)?
18. Does the relative importance of family ties and differences in sibling relationships that characterize Hispanic students hold important implications for pupil assignment and parent involvement strategies?
19. Can community groups provide a bridge between the Chicago Public Schools and the Hispanic population? If so, how? If not, why not?
20. What are you and your organization willing to do to work with the Chicago Public Schools to ensure that Hispanic parents and students are appropriately served?

Entrevista de Líderes (Grabada)

El propósito de este estudio es llevar a cabo una evaluación detallada de la participación educativa de ciertos padres hispanos y líderes de la comunidad, en el desarrollo o ejecución del Plan de Desegregación de las Escuelas Públicas de Chicago. Anteriormente usted respondió a un cuestionario sobre el mismo tema. Esta entrevista recogerá información específica relacionada al tópico de investigación.

Grabaré esta entrevista. Usted puede interrumpir esta entrevista cuando usted quiera.

¿Usted se da cuenta de que esta entrevista se está grabando? Está claro de que solamente el investigador tendrá acceso a la grabación y de que el investigador no usará el nombre del participante, ni ninguna información que lo identifique en el informe escrito.

Las siguientes preguntas me ayudarán a evaluar la participación de líderes de la comunidad hispana y padres en el desarrollo o ejecución del Plan de Desegregación de Estudiantes en las Escuelas Públicas de Chicago.

1. ¿En qué capacidad estuvo usted involucrado con las Escuelas Públicas de Chicago durante el desarrollo o ejecución de su Plan de Desegregación de Estudiantes?
2. Por favor, describa cómo participó usted.
3. En general, ¿cómo cree usted que los padres hispanos estuvieron involucrados en el desarrollo o ejecución de este plan? Si no estuvieron involucrados, diga por qué.

Las preguntas que siguen me ayudarán a determinar su evaluación del programa educativo que ha sido desarrollado y se está ejecutando como parte del Plan de Desegregación de Estudiantes de las Escuelas Públicas de Chicago.

4. Por lo general, ¿ha notado usted algunos cambios en los programas educacionales como resultado del Plan de Desegregación de Estudiantes? Por favor descríbalos.
5. Por lo general, ¿han sido estos cambios ventajosos para la población hispana? Por favor explique.
6. ¿Cuán efectivas han sido las Escuelas Públicas de Chicago en informar a los padres hispanos y a la comunidad hispana en general concerniente al Plan de Desegregación de Estudiantes? Si no efectivas, ¿por qué no?

Las siguientes preguntas darán información concerniente a la alternativa de los padres hispanos para involucrar a sus hijos en el proceso educacional durante la ejecución de este plan.

7. ¿Hay algún tipo de escuela desegregada en particular que atraerá más participación hispana?
8. Muchas de las escuelas predominantemente hispanas o escuelas "aisladas" permanecen segregadas. Ellas reciben fondos suplementarios para la desegregación. ¿Está usted de acuerdo con este plan?

9. ¿Cuán importante cree usted que es para los estudiantes hispanos que permanezcan en las escuelas de su vecindad? Explique.

10. ¿Cuán importante cree usted que es para los estudiantes hispanos asistir a escuelas integradas (desegregadas)? Explique.

11. ¿Qué debe hacerse para mejorar la sobrepoblación en las escuelas locales? Explique.

Las siguientes preguntas proveerán información tocante al papel de la educación bilingüe en el Plan de Desegregación.

12. Se ha reportado que la educación bilingüe es uno de los pocos temas (eventos) en que los hispanos están de acuerdo. ¿Está usted de acuerdo con esta observación?

13. ¿Qué percibe usted como la verdadera popularidad de la educación bilingüe entre los hispanos?

14. ¿Ve usted un conflicto fuerte entre la educación bilingüe y el Plan de Desegregación? Explique.

15. Por lo general, ¿Qué opina usted de la educación transicional bilingüe como es ejecutada por las Escuelas Públicas de Chicago?

16. ¿Qué tipo de programas bilingües, si algunos, preferiría usted ver desarrollado dentro de las Escuelas Públicas de Chicago?

Las siguientes preguntas me darán información sobre la manera de unir más a las Escuelas Públicas con los padres hispanos y los grupos comunitarios.

17. ¿En qué forma pueden las escuelas públicas involucrar a más estudiantes hispanos en los programas de desegregación (tal como las escuelas pilotos)?

18. ¿Cree usted que la importancia que damos los hispanos a los lazos familiares y la manera de relacionarse entre nuestros hijos tiene gran significado para la asignación de los alumnos y para la participación de los padres?

19. ¿Pueden los grupos comunitarios facilitar las relaciones entre las Escuelas Públicas de Chicago y la población hispana? Si así es, ¿de qué manera? Si no, ¿por qué no?

20. ¿De qué manera está resuelto usted y su organización a trabajar con las Escuelas Públicas de Chicago para asegurar que los padres y los estudiantes hispanos sean servidos óptimamente?

APPENDIX D

SPSS FOR SPERRY DRIVAL 1100 EXEC 8, VERSION H, RELEASE 9.0-0W2.0, FEBRUARY 1983

SPACE ALLOCATION..	ALLOWS FOR..	37 TRANSFORMATIONS
WORKSPACE 7875 WORDS		150 RECODE VALUES + LAG VARIABLES
TRANSPACE 1125 WORDS		300 IF/COMPUTE OPERATIONS

1. RUN NAME ANALYSES OF VARIANCE AND COVARIANCE
2. VARIABLE LIST LANGUAGE, Q1 TO Q12, LEADER, ETHN, BIRTHPLC, YRSUSA, EDUC,
3. SCHOOL, JOB, HOMELANG, CHILDREN, SCHOOL1, GR1, RELAT, BUSING,
4. SCHOOL2,
5. GR2, SCHOOL3, GR3, SCHOOL4, GR4, SCHOOL5, GR5, SES
6. INPUT MEDIUM CARD
7. INPUT FORMAT FIXED(F1.0,T5,F2F1.0,T21,4F1.0,T25,F1.0,T25,F2.0,T28,F3.0,
8. 2F1.0,T36,F1.0,F2.0,2F1.0,T44,F1.0,F2.0,T50,F1.0,F2.0,
9. T56,F1.0,F2.0,T62,F1.0,F2.0,T78,F2.0)

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
----------	--------	--------	---------

LANGUAGE	F 1. 0	1	1- 1
Q1	F 1. 0	1	5- 5
Q2	F 1. 0	1	6- 6
Q3	F 1. 0	1	7- 7
Q4	F 1. 0	1	8- 8
Q5	F 1. 0	1	9- 9
Q6	F 1. 0	1	10- 10
Q7	F 1. 0	1	11- 11
Q8	F 1. 0	1	12- 12
Q9	F 1. 0	1	13- 13
Q10	F 1. 0	1	14- 14
Q11	F 1. 0	1	15- 15
Q12	F 1. 0	1	16- 16
LEADER	F 1. 0	1	21- 21
ETHN	F 1. 0	1	22- 22
BIRTHPLC	F 1. 0	1	23- 23
YRSUSA	F 1. 0	1	24- 24
EDUC	F 1. 0	1	25- 25
SCHOOL	F 2. 0	1	25- 26
JOB	F 3. 0	1	28- 30
HOMELANG	F 1. 0	1	31- 31
CHILDREN	F 1. 0	1	32- 32
SCHOOL1	F 1. 0	1	36- 36
GR1	F 2. 0	1	37- 38
RELAT	F 1. 0	1	39- 39
BUSING	F 1. 0	1	40- 40
SCHOOL2	F 1. 0	1	44- 44
GR2	F 2. 0	1	45- 46
SCHOOL3	F 1. 0	1	50- 50
GR3	F 2. 0	1	51- 52

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE FORMAT RECORD COLUMNS

SCHOOL4	F 1. 1	1	56-	56
GR4	F 2. 0	1	57-	58
SCHOOL5	F 1. 1	1	62-	62
GR5	F 2. 0	1	63-	64
SES	F 2. 0	1	78-	79

THE INPUT FORMAT PROVIDES FOR 35 VARIABLES. 35 WILL BE READ
IT PROVIDES FOR 1 RECORDS ("CARDS") PER CASE. A MAXIMUM OF 79 "COLUMNS" ARE USED ON A RECORD.

10. N OF CASES 244
11. COMPUTE TYPE = 1
12. IF (LANGUAGE EQ 3 OR LANGUAGE EQ 4) TYPE = 2
13. VALUE LABELS TYPE (1)LEADER (2)PARENT /
14. LEADER (1)INSTITUTIONAL (2)GRASS ROOTS (3)CPS/
15. ETHN (1)MEX (2)PR (3)OTHER/
16. BIRTHPLC (1)USA (2)OUTSIDE/
17. YRSUSA (1)LESS THAN 1 (2)1-3 (3)4-7 (4)8-15 (5)16+ /
18. EDUC (1) ELEM (2)SEC (3)COLL (4)POSTGRAD /
19. HOMELANG (1)ONLY SPAN (2)PRED SPAN (3)EQUAL (4)PRED ENG
20. (5)ONLY ENG /
21. CHILDREN (1)YES (2)NO/
22. SCHOOL1 TO SCHOOL5 (1)OPTIONS (2)EFFECTIVE (3)OTHER/
23. RELAT (1)MOTHER (2)FATHER (3)MALE GARD (4)FEM GARD/
24. BUSING (1)YES (2)NO (3)NOT SURE /
25. VALUE LABELS LANGUAGE (1)ENG LEADER (2)SPAN LEADER (3)ENG PARENT
26. (4)SPAN PARENT/
27. RECODE Q8 (1=2)(2=3)(3=4)(4=1)
28. RECODE Q9 (1=2)(2=3)(3=4)(4=1)
29. RECODE Q11, Q3 (1=3)(3=1)
30. MISSING VALUES Q11 (5)
31. MISSING VALUES Q3 (4)
32. RECODE Q7 (1=4)(2=3)(3=2)(4=1)
33. MISSING VALUES Q4, Q7 (5)
34. COMPUTE HYPOTH34 = Q4 + Q7
35. COMPUTE HYPOTH12 = Q1 + Q2
36. COMPUTE HYPOTH56 = Q3 + Q8 + Q9
37. COMPUTE HYPOTH78 = Q6 + Q10 + Q11
38. COMPUTE GROUP = LANGUAGE
39. IF (GROUP EQ 3 OR GROUP EQ 4) GROUP = ETHN + 10
40. VALUE LABELS GROUP (1) LEADER (2)LEADER (11)MEX PAR
41. (12)PR PAR (13)OTH PAR
42. READ INPUT DATA

BADD,P CAROLE.COMMUNITY

ANALYSES OF VARIANCE AND COVARIANCE

06/16/85

PAGE 3

TRANSFORMATIONS

367 WORDS

12 TRANSFORMATIONS

18 RECODE VALUES + LAG VARIABLES

37 IF/COMPUTE OPERATIONS

43. CROSSTABS TABLES = 01 TO 012 BY GROUP

***** GIVEN WORKSPACE ALLOWS FOR 1312 CELLS, 875 TABLES WITH 2 DIMENSIONS FOR CROSSTAB PROBLEM *****

14113

ANALYSES OF VARIANCE AND COVARIANCE

04/16/85

PAGE 4

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF BY GROUP PAGE 1 OF 1

		GROUP				
COUNT	1					
ROW PCT	LEADER	MEX PAR	PR PAR	OTH PAR	ROW	TOTAL
COL PCT	1					
TOT PCT	1	11.1	12.1	13.1		
01	1	11.1	12.1	13.1		
	0.	6	0	1	10	
	1	97.0	0	10.0	4.1	
	1	9.0	0	2.5		
	1	3.7	0	.4		
	1.	67	73	30	171	
	1	39.2	42.7	17.5	70.1	
	1	67.0	80.2	75.0		
	1	27.5	29.9	12.3		
	2.	10	11	4	35	
	1	54.3	31.4	11.4	14.3	
	1	19.0	12.1	10.0		
	1	7.8	4.5	1.6		
	3.	4	5	4	19	
	1	21.1	26.3	21.4	7.8	
	1	4.0	5.5	10.0		
	1	1.6	2.0	1.6		
	4.	1	2	1	9	
	1	11.1	22.2	11.1	3.7	
	1	1.0	2.2	2.5		
	1	.4	.8	.4		
COLUMN	15	107	91	40	244	
TOTAL	5.3	41.6	37.3	16.4	103.0	

14113

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF
BY GROUP

02

PAGE 1 OF 1

GROUP

COUNT	LEADER	MEX PAR	PR PAR	OTH PAR	ROW TOTAL
02	1.1	11.1	12.1	13.1	
0.	1	1	1	1	9
	.0	88.9	.0	11.1	3.7
	.0	8.0	.0	2.5	
	.0	3.3	.0	.4	
1.	1	68	69	34	172
	.6	39.5	40.1	19.8	70.5
	7.7	68.0	75.8	85.0	
	.4	27.9	28.3	13.9	
2.	4	16	17	3	40
	10.0	47.0	42.5	7.5	16.4
	30.8	16.0	18.7	7.5	
	1.6	6.6	7.0	1.2	
3.	5	5	5	0	15
	33.3	33.3	33.3	.0	6.1
	38.5	5.0	5.5	.0	
	2.0	2.0	2.0	.0	
4.	3	3	0	2	8
	37.5	37.5	.0	25.0	3.3
	23.1	3.0	.0	5.0	
	1.2	1.2	.0	.8	
COLUMN TOTAL	13	100	91	40	244
TOTAL	5.3	41.0	37.3	16.4	100.0

14113

ANALYSIS OF VARIANCE AND COVARIANCE

04/16/85

PAGE 6

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF
 03 BY GROUP
 PAGE 1 OF 1

		GROUP				
ROW PCT	ILEADER	HGX PAR	PH PAR	OTH PAR	ROW TOTAL	
COL PCT						
TOT PCT	1.1	11.1	12.1	13.1		
03	-----	-----	-----	-----	-----	-----
0.	1	1	1	1	1	3
	.0	33.3	33.3	33.3	1.7	
	1	.0	1.3	1.6	3.4	
	1	.0	.6	.6	.6	
	-----	-----	-----	-----	-----	-----
1.	1	12	11	1	25	
	1	4.0	45.0	44.5	4.0	13.9
	1	7.7	16.0	17.5	3.4	
	1	.6	6.7	6.1	.6	
	-----	-----	-----	-----	-----	-----
2.	1	1	27	31	14	73
	1	1.4	37.0	42.5	19.2	40.6
	1	7.7	36.0	49.2	48.3	
	1	.6	15.0	17.2	7.8	
	-----	-----	-----	-----	-----	-----
3.	1	11	35	20	13	79
	1	13.9	44.3	25.3	16.5	43.9
	1	84.6	46.7	31.7	44.8	
	1	6.1	19.4	11.1	7.2	
	-----	-----	-----	-----	-----	-----
COLUMN TOTAL	13	75	63	29	180	
	7.2	41.7	35.0	16.1	100.0	

NUMBER OF MISSING OBSERVATIONS = 54

14113

FILE NONAME (CREATION DATE = J4/16/85)

***** CROSS TABULATION OF *****
 04 BY GROUP
 ***** PAGE 1 OF 1 *****

		GROUP				
ROW PCT	ILEADER	MEX PAR	PR PAR	OTH PAR	ROW TOTAL	
04	1.1	11.1	13.1	13.1		
0.	0	2	0	1	3	
	0.0	66.7	0.0	33.3	1.6	
	0.0	2.6	0.0	2.8		
	0.0	1.1	0.0	.5		
1.	5	21	22	20	68	
	7.4	37.9	32.6	29.4	36.4	
	45.5	27.3	34.9	55.6		
	2.7	11.2	11.8	10.7		
2.	2	10	27	3	42	
	4.8	23.8	64.3	7.1	22.5	
	18.2	13.0	42.9	8.3		
	1.1	5.3	14.4	1.6		
3.	4	35	12	9	60	
	6.7	58.3	20.0	15.0	32.1	
	36.4	45.5	19.3	25.0		
	2.1	17.7	6.4	4.8		
4.	0	9	2	3	14	
	0.0	64.3	14.3	21.4	7.5	
	0.0	11.7	3.2	8.3		
	0.0	4.8	1.1	1.6		
COLUMN TOTAL	11	77	63	36	187	
TOTAL	5.9	41.2	33.7	19.3	100.0	

NUMBER OF MISSING OBSERVATIONS = 57

14113

ANALYSIS OF VARIANCE AND COVARIANCE

04/16/85

PAGE 8

FILE NONAME (CREATION DATE = 04/16/85)

Q5

CROSS TABULATION OF

BY GROUP

PAGE 1 OF 1

		GROUP				
	COUNT	LEADER	HEX PAR	PR PAR	OTH PAR	ROW TOTAL
ROW PCT	LEADER	HEX PAR	PR PAR	OTH PAR		
COL PCT						
TOT PCT		1.1	11.1	12.1	13.1	
Q5						
	0.	0	4	0	1	5
	1	0.0	80.0	0.0	20.0	2.0
	1	0.0	4.0	0.0	2.5	
	1	0.0	1.6	0.0	.4	
	1.	2	5	4	2	13
	1	15.4	38.5	30.8	15.4	5.3
	1	15.4	5.0	4.6	5.0	
	1	.8	2.0	1.6	.8	
	2.	5	11	7	2	25
	1	20.0	44.0	28.0	8.0	10.2
	1	38.5	11.0	7.7	5.0	
	1	2.0	4.5	2.9	.8	
	3.	5	25	23	9	67
	1	7.5	37.3	41.8	13.4	27.5
	1	38.5	25.0	30.3	22.5	
	1	2.0	10.2	11.5	5.7	
	4.	1	41	27	19	88
	1	1.1	46.6	30.7	21.6	36.1
	1	7.7	41.8	29.7	47.5	
	1	.4	16.8	11.1	7.8	
	5.	0	14	25	7	46
	1	0.0	30.4	54.3	15.2	18.9
	1	0.0	14.0	27.5	17.5	
	1	0.0	5.7	10.2	2.9	
COLUMN TOTAL		13	100	91	41	244
		5.3	41.0	37.3	16.4	100.0

14113

ANALYSIS OF VARIANCE AND COVARIANCE

04/16/85

PAGE 9

FILE HDNAME (CREATION DATE = 04/16/85)

***** CROSS TABULATION OF *****
 Q6 BY GROUP
 ***** PAGE 1 OF 1 *****

		GROUP				
ROW	PCT	ILEADER	MEX PAR	PR PAR	OYH PAR	ROW TOTAL
COL	PCT					
TOT	PCT	1.1	11.1	12.1	13.1	
06		1	1	1	1	2
		1	57.7	1	50.0	.8
		1	1.0	1	2.5	1
		1	.4	1	.4	1
		1	12	1	45	1
		1	46	1	22	125
		1	9.6	1	36.8	1
		1	36.8	1	36.2	1
		1	17.6	1	55.0	1
		1	92.3	1	46.0	1
		1	49.5	1	9.0	1
		1	4.9	1	18.9	1
		1	18.4	1	9.0	1
		1	1	1	48	1
		1	38	1	17	174
		1	1.0	1	46.2	1
		1	36.5	1	16.3	1
		1	42.5	1	7.7	1
		1	48.0	1	41.8	1
		1	19.7	1	15.6	1
		1	7.7	1	4	1
		1	4	1	2	1
		1	0	1	0	6
		1	66.7	1	33.3	1
		1	0	1	0	2.5
		1	4.0	1	2.2	1
		1	1.6	1	0	1
		1	0	1	2	1
		1	0	1	0	2
		1	0	1	170.0	1
		1	0	1	0	.8
		1	0	1	2.2	1
		1	0	1	0	1
		1	0	1	0.8	1
		1	1	1	4	1
		1	0	1	0	5
		1	20.0	1	80.0	1
		1	1.0	1	4.4	1
		1	0	1	0	2.1
		1	0.4	1	1.6	1
		1	0	1	0	1
COLUMN	TOTAL	13	100	91	40	244
		5.3	41.0	37.3	16.4	100.0

14113

ANALYSES OF VARIANCE AND COVARIANCE

04/16/85

PAGE 10

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF
 07 BY GROUP
 PAGE 1 OF 1

		GROUP				
ROW PCT	ILEADER	MEX PAR	PR PAR	OTH PAR	ROW TOTAL	
COL PCT						
TOT PCT	1.1	11.1	12.1	13.1		
07	1	11	3	2	16	
	.3	68.8	18.8	12.5	6.6	
	.7	11.1	3.4	5.6		
	.0	4.6	1.2	.8		
1.	1	3	6	2	11	
	.3	27.3	54.5	18.2	4.6	
	.0	3.0	6.7	5.0		
	.0	1.2	2.5	.8		
2.	1	51	44	26	128	
	5.5	39.8	34.4	20.3	53.1	
	53.8	51.5	49.4	65.0		
	2.9	21.2	18.3	10.8		
3.	1	6	24	23	9	
	9.7	38.7	37.1	14.5	25.7	
	46.2	24.2	25.8	22.5		
	2.5	10.0	9.5	3.7		
4.	1	10	13	1	24	
	.0	41.7	54.2	4.2	10.0	
	.0	10.1	14.6	2.5		
	.0	4.1	5.4	.4		
COLUMN TOTAL	13	99	99	40	241	
	5.4	41.1	36.9	16.6	100.0	

NUMBER OF MISSING OBSERVATIONS = 3

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF

QB

BY GROUP

PAGE 1 OF 1

GROUP

COUNT	1							
ROW PCT	ILEADER	MEX PAR	PR PAR	DYH PAR	ROW			
COL PCT	1				TOTAL			
TOY PCT	1	1.1	11.1	12.1	13.1			
QB	0	0	7	2	2	11		
	0	63.6	18.2	18.2	4.5			
	0	7.0	2.2	5.0				
	0	2.9	.8	.8				
1.	0	10	14	2	26			
	0	34.5	53.8	7.7	10.7			
	0	10.0	15.4	5.0				
	0	4.1	5.7	.8				
2.	8	44	33	23	108			
	7.4	40.7	30.6	21.3	44.3			
	61.5	44.0	36.3	57.5				
	3.3	18.0	13.5	9.4				
3.	0	27	26	6	59			
	0	45.8	44.1	10.2	24.2			
	0	27.0	28.6	15.0				
	0	11.1	10.7	2.5				
4.	5	11	16	7	39			
	12.8	28.2	41.0	17.9	16.0			
	38.5	11.0	17.6	17.5				
	2.1	4.5	6.6	2.9				
5.	1	1	0	0	1			
	0	10.0	0	0	.4			
	0	1.0	0	0				
	0	.4	0	0				
COLUMN	13	11.1	91	40	244			
TOTAL	5.3	41.0	37.3	16.4	100.0			

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF

09 BY GROUP

PAGE 1 OF 1

		GROUP				
	COUNT	LEADER	MEX PAR	PR PAR	OTH PAR	ROW TOTAL
ROW PCT	PCT					
COL PCT						
TOT PCT		1.1	11.1	12.1	13.1	
09						
	1	0	16	7	4	27
		.0	59.3	25.9	14.8	11.1
	1	.0	16.0	7.7	10.0	
	1	.0	6.6	2.9	1.6	
	1	.0	18	15	3	36
		.0	50.0	41.7	8.3	14.8
	1	.0	18.0	16.5	7.5	
	1	.0	7.4	6.1	1.2	
	2	1	31	20	15	67
		1.5	46.3	29.9	22.4	27.5
	1	7.7	31.0	22.0	37.5	
	1	.4	12.7	8.2	6.1	
	3	6	16	29	9	60
		11.0	26.7	48.3	15.7	24.6
	1	46.2	16.0	31.9	22.5	
	1	2.5	6.6	11.9	3.7	
	4	6	19	20	9	54
		11.1	35.2	37.2	16.7	22.1
	1	46.2	19.0	22.0	22.5	
	1	2.5	7.8	8.2	3.7	
COLUMN TOTAL		13	100	91	40	244
TOTAL		5.3	41.0	37.3	16.4	100.0

14113

FILL NONAME (CREATION DATE = 04/16/85)

CROSSTABULATION OF BY GROUP PAGE 1 OF 1

		GROUP				
COUNT		I				
ROW PCT	I	LEADER	HEX PAR	PR PAR	OTH PAR	ROW TOTAL
COL PCT	I					
TOT PCT	I	1.1	11.1	12.1	13.1	
010	1	1	1	1	1	1
	0.	0	5	4	1	10
	1	0.0	50.0	40.0	10.0	4.1
	1	0.0	5.0	4.4	2.5	1
	1	0.0	2.0	1.6	.4	1
	1	11	40	44	17	112
	1	9.8	35.7	39.3	13.2	45.9
	1	84.6	40.0	48.4	42.5	1
	1	4.5	16.4	18.0	7.0	1
	2.	1	52	34	19	106
	1	.9	49.1	32.1	17.9	43.4
	1	7.7	52.0	37.4	47.5	1
	1	.4	21.3	13.9	7.8	1
	3.	1	2	7	1	10
	1	0.0	20.0	70.0	10.0	4.1
	1	0.0	2.0	7.7	2.5	1
	1	0.0	.8	2.9	.4	1
	4.	1	1	0	0	2
	1	50.0	50.0	0	0	.8
	1	7.7	1.0	0	0	1
	1	.4	.4	0	0	1
	5.	1	0	2	2	4
	1	0.0	0	50.0	50.0	1.6
	1	0.0	0	2.2	5.0	1
	1	0.0	0	.8	.8	1
COLUMN		13	10	91	40	244
TOTAL		5.3	41.0	37.3	16.4	100.0

14113

ANALYSES OF VARIANCE AND COVARIANCE

04/16/85

PAGE 14

FILE NONAME (CREATION DATE = 04/16/85)

CROSS TABULATION OF
 011 BY GROUP
 PAGE 1 OF 1

		GROUP				
COUNT	I	LEADER	NEX PAR	PR PAR	QTH PAR	ROW TOTAL
ROW PCT	COL PCT					
TOT PCT						
011		1.1	11.1	12.1	13.1	
0.	1	0	5	6	4	15
	1	.0	33.3	40.0	26.7	6.3
	1	.0	5.2	6.8	10.0	
	1	.0	2.1	2.5	1.7	
1.	1	6	21	16	5	48
	1	12.5	43.8	33.3	10.4	20.3
	1	46.2	21.9	18.2	12.5	
	1	2.5	8.9	6.8	2.1	
2.	1	7	47	47	26	127
	1	5.5	37.0	37.0	20.5	53.6
	1	53.8	49.0	53.4	65.0	
	1	3.0	19.8	19.8	11.0	
3.	1	0	11	12	3	26
	1	.0	42.3	46.2	11.5	11.0
	1	.0	11.5	13.6	7.5	
	1	.0	4.6	5.1	1.3	
4.	1	0	12	7	2	21
	1	.0	37.1	33.3	9.5	8.9
	1	.0	12.5	8.0	5.0	
	1	.0	5.1	3.0	.8	
COLUMN TOTAL		13	96	88	40	237
		5.5	40.5	37.1	16.9	100.0

NUMBER OF MISSING OBSERVATIONS = 7

14113

274

ANALYSES OF VARIANCE AND COVARIANCE

04/16/85

PAGE 15

FILE NONAME (CREATION DATE = 04/16/85)

***** CROSS TABULATION OF *****
 Q12 BY GROUP *****
 ***** PAGE 1 OF 1 *****

		GROUP				
ROW	PCT	ILEADER	MEX PAR	PR PAR	OTH PAR	ROW TOTAL
COL	PCT					
TOY	PCT	1.1	11.1	12.1	13.1	
0.	1	0	8	8	1	15
	1	.0	53.3	40.0	6.7	6.1
	1	.0	8.0	6.6	2.5	
	1	.0	3.3	2.5	.4	
1.	1	1	25	25	8	59
	1	1.7	42.4	42.4	15.6	24.2
	1	7.7	25.0	27.5	20.0	
	1	.4	10.2	10.2	3.3	
2.	1	12	48	35	23	118
	1	10.2	40.7	29.7	19.5	48.4
	1	92.3	48.0	38.5	57.5	
	1	4.9	19.7	14.3	9.4	
3.	1	0	19	24	8	51
	1	.0	37.3	47.1	15.7	20.9
	1	.0	19.0	26.4	20.0	
	1	.0	7.8	9.8	3.3	
4.	1	0	0	1	0	1
	1	.0	.0	100.0	.0	.4
	1	.0	.0	1.1	.0	
	1	.0	.0	.4	.0	
COLUMN		13	100	91	40	244
TOTAL		5.3	41.0	37.3	16.4	100.0

APPROVAL SHEET

The dissertation submitted by Belkis M. Santos has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

8/30/85

Date



Director's Signature