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RACE RELATIONS AND EDUCATION IN CHARLOTTESVILLE

REPORT OF THE
SOCIAL DEVELOPMENT COMMISSION / SCHOOL BOARD
AND TASK FORCE ON RACE RELATIONS & EDUCATION



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PREPARED FOR THE TASK FORCE
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DEPARTMENT OF COMMUNITY DEVELOPMENT
OCTOBER 1985

ACKNOWLEDGEMENTS

RACE RELATIONS AND EDUCATION
IN CHARLOTTESVILLE

The many community individuals and groups who have participated in the preparation of this report

and

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OCTOBER, 1985

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PREFACE

The purpose of this report is to present the results of research conducted by the School Development Commission/School Board Task Force on the subject of race relations in Charlottesville. The Task Force was organized in 1970 to study the conditions of race relations in the city and to make recommendations for long range plans and programs to improve and promote access to educational opportunities for all students. It is part of a broader study of race relations in Charlottesville conducted by the School Development Commission.

The issues surrounding race relations in Charlottesville are rooted in the history of the city and the state. The issues of housing, employment, and education are all affected by the history of race relations. The standards of life of various groups have been affected by history and the issues which have been addressed by this report.

Throughout the South, the races were segregated by law and custom. Segregation, which reinforced economic differences between the races, was a major factor in the development of the South. The process of desegregation began with the Supreme Court decision in 1954. A series of reports have been published since that time which document the progress of desegregation and the differences and bring the two races closer together. (Carter, 1970; Crowe, 1971; Department of Community Development, 1972; Harris & Gray, 1981; Kirshstein & Wilken, 1974; Soderstrom, 1971; Stallard & Stallard, 1976. Copies of these are available in the Department of Community Development).

The beginning of the desegregation of public schools was only the beginning of the process of desegregation. The process of desegregation had not been completed and patterns of behavior which reflected racial inequalities. Although much progress has been made it is hardly surprising that some of the same issues reported in this report still exist today. This report and its findings will provide a basis for public education and community development in Charlottesville. The issues which are addressed in this report are those which are most important to the city and the state.

The purpose of this report is to present the results of research conducted by the School Development Commission/School Board Task Force on the subject of race relations in Charlottesville. The Task Force was organized in 1970 to study the conditions of race relations in the city and to make recommendations for long range plans and programs to improve and promote access to educational opportunities for all students. It is part of a broader study of race relations in Charlottesville conducted by the School Development Commission.

REPORT OF THE
TASK FORCE ON RACE RELATIONS AND EDUCATION

PREFACE

The purpose of this report is to present the results of research conducted by the Social Development Commission/School Board Task Force on Race Relations and Education in Charlottesville. The Task Force is charged with developing recommendations for long range plans and for immediate action designed to improve and promote access to educational opportunities for all students. It is part of a broader Social Development Commission study of Race Relations in Charlottesville and overlaps with a study conducted by the School Board's Issues Task Force.

The problems the report addresses are rooted in the issues surrounding educational achievement for blacks and in the complex social and historical conditions which underlie race relations in Charlottesville. They are based on community issues such as housing, unemployment, and inequities in the standards of life of various neighborhoods; conditions which have been shaped both by history and by circumstance.

In Charlottesville, as elsewhere throughout the south, the races were kept separate by law and custom. Segregation, which reinforced cultural differences, often reinforced socio-economic differences as well. Change came slowly--for the schools and for the community. The schools' involvement in change began with the total desegregation of the City's school system in the late 1960s. A series of reports dated through 1981 details the progress made as the community and the schools looked for ways to bridge differences and bring the two races together (Cooper, 1976; Crowe, 1971; Department of Community Development, 1976, 1977; Harris & Gray, 1981; Kirshstein & Wilken, 1978; Rodgers, 1981; Wescott & Tunstall, 1976. Copies of each are available in the Department of Community Development).

The desegregation of the public schools was only the beginning of the move toward racial understanding and socio-economic equality. The reports reveal that, despite efforts to change, desegregation had not significantly changed some attitudes and patterns of behavior which perpetuate educational and socio-economic inequities. Although much progress has been made, it is hardly surprising that some of the same problems documented in 1976 still remain today. This report and its recommendations will address some of those problems. The report will focus on problems which relate to public education and community relations. The two are inseparable: problems found in the schools originate in the community, yet we look to our schools to solve those problems.

Historically, the problems surrounding desegregation/integration of schools in Charlottesville have been rooted in black/white relations.

Thus the Task Force chose to focus its comments and recommendations on black/white relations. In so doing it did not intend to ignore students of other races from the suggested programs and policies. Race relations includes all people of all races and nationalities becoming increasingly diverse. Thus, although the report focuses on black/white relations in particular, the Task Force proposes programs and policies which are recommended in the report to benefit students of all races and nationalities.

The report is divided into six sections. The first section is a brief introduction to the problems of race and education and the primary issues. The second section describes how the research was developed and outlines the research procedures. Sections III, IV, V, and VI present recommendations proposed by four subcommittees: Section III, The Subcommittee on Teachers and Curriculum; Section IV, The Subcommittee on Parental and Community Involvement; Section V, The Subcommittee on Post-secondary Education and Training; and Section VI, The Subcommittee on Post-secondary Education and Training.

Each subcommittee developed its own report, stating the subject, providing a brief background to the issue at hand, and concluding with a series of recommendations. Data justifying the recommendations and suggestions for ways to implement them are included. (If further data is desired, a Task Force list is included in Appendix A)

Taken together, these recommendations form the body of the report and present an action agenda directed at the schools and the city. They cover two broad areas: those things that the schools can do and those things that the city can do. They are based in the belief that schools play a decisive role in shaping the economic and social conditions of the city; and that city policies in areas related to education (housing, employment, human services, recreation, day care, etc.) have a decisive effect on whether parents and others are able to help the schools and, thereby, help the schools build the city's future.

The recommendations provide guidelines for policy rather than directives for specific action. The Task Force proceeded in this manner recognizing that the School Board and School Administration have the ultimate responsibility for program decisions and believing that specific programs would be more effective and appropriate if they were designed by those most familiar with the resources and constraints of the city. If those assigned to carry out the programs (teachers, administrators) had input into what they should be.

I. INTRODUCTION

We expect a great deal from our schools. We expect them to teach our children basic skills and to provide our young adults with the skills to get and hold a job or with the intellectual tools to support their education. We look to our schools to support our egalitarian values. We want them to teach the importance of personal achievement and to make progress possible. We hope they will help those who are to succeed to do so and help everyone live together in harmony.

recommendations point with pride to the public schools as the route to social mobility for immigrant groups during the 19th Century and wonder why they are failing the poor today.

Some say the failure lies in the schools. Poor children, they say, have deprived backgrounds and children with deprived backgrounds are "cracked." Organization, which is necessary to meet students' varying needs, becomes rigid. Teachers expect failure and the expectation is unfulfilled. Those who see the failure of the public schools in this way argue that neither the school atmosphere nor the general curriculum meets the needs of poor (in both senses of the word) students.

Others say the failure lies in the community. Poor children, they say, are not motivated to succeed in school; if they are black, they court discrimination. School can be difficult for a student with less than adequate preparation and, for many students, difficulties are seen not as a challenge but as rejection by the system. Those who see the problem in this way blame the students and their community. They say poor students give up too easily, their choice reinforced by a family with a history of failure in school and a peer group which devalues educational achievement.

The problem is complicated by racial issues. Blacks, in general, have lower socio-economic status and lower educational achievement than whites. For many complex reasons the differences continue to appear as each class proceeds through the schools. The outward signs of the increasing differences are obvious. Within the schools, especially in the higher grades, students separate by race. The separation can be innocent, as when students self-select activities and classes to be with friends--regardless of interests and abilities. It can be discriminatory, as when teachers or counselors advise black students to take lower level classes on the assumption that the student cannot handle a more difficult program. It can be unthinking, as when the need to organize and administer large numbers of students makes it easy to overlook the needs of students who do not understand how to plan their school careers.

Any behavior that serves to separate by race rather than interest and ability hurts the students and prevents the school from doing its job.

These problems are common across the United States. They exist in Charlottesville. In our city, blacks hold a disproportionate percentage of lower-paying, lower-status jobs (Table I). Black unemployment doubles that of whites (Table II). As a percentage of their number, more blacks than whites live in poverty (Table III). Similarly, in Charlottesville the over-all educational level of blacks is lower than that of whites (Table IV).

The 1976 Social Development Commission report on race and education revealed a "wide and obvious difference between those who see the public schools as a necessary stepping stone to higher education and those who see the public schools as the end of education" (Report, p.2). The difference is between black and white students. Nineteen

(19) of 71 black youths who graduated in 1975 continued their education or training (26.7 percent) while 198 of 256 white youths continued (77.34 percent). Black students were underrepresented in advanced courses and did not achieve as well as their white counterparts on competency tests.

The same kinds of differences still can be seen. Overall black enrollment at Charlottesville High School is 31.8 percent. At the same time, black enrollment in advanced courses in English, Math, Science, Foreign Languages and Social Studies never exceeds 10 percent.

The statistics reflect a problem which has been a continuing concern of the Charlottesville School Board. The frustrations underlying those statistics surfaced during a week of racial unrest at the high school in March, 1984. That incident was the catalyst to this report.

II. BACKGROUND

In response to the growing awareness in the community that a study of race relations was needed, the Social Development Commission elected to make race relations their major priority for 1985. Given the need to limit the scope of the study, the Commission narrowed its focus to address two major interrelated concerns: (1) Race Relations and Education, and (2) Race Relations and Employment. Both had been studied by the Commission in 1976. There was, therefore, a history of concern for the issues involved as well as previously-made observations and recommendations. It would be possible to trace progress as well as to identify areas which continue to be problematic. In addition, the incident at Charlottesville High School and the climate of concern which followed in its wake were taken as signs that something further needed to be done.

In October, 1984 an Issues Task Force was formed by the School Board. The purpose of that Task Force was to study ways in which race and socioeconomic status surfaced as over-riding barriers to educational equity in Charlottesville's public schools (Assuring Equity, March 1985). The Task Force was asked to propose recommendations which would strengthen the school division's educational endeavors.

The Social Development Commission's work began as the work of the Issues Task Force was drawing to a close. Two subcommittees were formed. The subcommittee on Race Relations & Employment worked through the Commission and with Community Development Staff on research employment issues. The results of Phase I of their study designed to be completed in two phases, will be presented to City Council in the fall of 1985.

The Subcommittee on Race Relations and Education met in a work session in December, 1984 with the Charlottesville School Board. A Joint Task Force was formed; that task force was expanded to include members of the City Council and staff and students from Charlottesville High School. Following from the work of the Issues Task Force, the Commission/Board Task Force worked with a broader mandate. Its focus

...s to be policy change and the school/community link. The Task Force
continued the received its charge from City Council in February, 1985. It began
white youth work in March.

...represented
their which gather data--information and opinion--from the various groups
affected by race relations in the schools, the Task Force conducted a
series of meetings, inviting guests from the schools and the
community. Minutes of these sessions are available from the
department of Community Development.

...exceeds	March 4, 1985	School administration including the superintendent
...uing conce	March 28, 1985	Dr. Joseph Mooney, School Board member and psychiatrist (children & youth)
...s underlying	May 1, 1985	Teachers (8 invited, 8 present)
...t at the hi	May 9, 1985	Representatives of the black community (10 invited, 7 present)
...this repor	May 23, 1985	Representatives of community interest groups, including representatives from the Issues Task Force (17 invited, 13 present)
...t a study	June 5, 1985	Charlottesville High School students (10 invited, 6 present)

...ts focus In addition to the Task Force meetings, each subcommittee conducted
relations independent research. They met with school officials, outside experts
th had heard others.

...a history
...viously-ma The Task Force focused on four questions to define the issue of race
e to tra relations in the schools. 1) In what ways do the racial attitudes of
ine to teachers and staff influence black students' academic achievement? 2)
...ville Hig How does school organization and curriculum planning support the
s wake we tracking' of black students? 3) In what ways does and should the
black community participate in helping its young people advance
academically? 4) In what ways do or should the schools help students
prepare for their future? These questions defined the task areas
School Board represented by the Task Force subcommittees: Teachers and Staff,
ch race Curriculum and Enrollment, Parental and Community Involvement, and
education Post-secondary Education and Training.

...rs. It was not the Task Force's intent to place blame but to seek
solutions. It was guided by underlying assumptions that schools are
work of th for helping each student reach his or her academic potential; that an
...ittees we orderly and supportive environment is necessary if teaching and
ment worle learning are to be efficiently accomplished; and that such an
t Staff tenvironment will come into being when black and white students,
their study teachers, and administrators develop an understanding and appreciation
ted to Cit of the history, culture, life situation, needs, and social concerns of
those different from themselves. Thus this report focuses on finding
ways to increase interaction between individuals and groups, on ways
work sessio to improve that interaction through training in human/race relations,
A Joint Tas and on ways to identify and meet the needs of students of all races.

...e members o
...ville Hig The Subcommittee on Teachers and Staff found that the racial attitudes
Force, th of teachers, counselors, and staff had a significant impact on
Its focu

students' progress through school. Teachers and counselors encourage black students to take difficult courses and help them through the rough spots. But many black students said they were discouraged to extend themselves and some said they were given little help when the work became difficult. While the students felt that teachers were not racist, they were discouraged by a basically non-supportive environment. Others were concerned that some teachers appeared to be reluctant to impose equal standards for behavior and achievement all students. The subcommittee concluded that teachers, counselors, and staff were not adequately prepared to deal with black students' various needs. The subcommittee's report focuses 1) on ways to help teachers and staff understand and empathize with being black and/or poor and 2) on practical ways to mediate cultural differences.

The Subcommittee on Curriculum and Enrollment found that there was insufficient data to evaluate curriculum planning and school organization as it related to the tracking of black students. The subcommittee recommended regular and systematic data collection and posed a series of questions designed so that data would be useful in planning programs.

The Subcommittee on Parental and Community Involvement found that many black parents and many poor parents were not involved in their children's education. They heard many reasons for this lack of involvement: getting to school is difficult for some; some have memories of earlier experiences and are frankly distrustful; some are not sure what is expected--or feel they have little to offer. Despite this, parents who are not involved in their children's education still want their children to succeed. The subcommittee's recommendations focus on ways to encourage black and/or poor parents to become more involved in school and education.

The Subcommittee on Post-secondary Education and Training found that few black students had planned for their future in any systematic way. This was true both for students who wished more education and those who would be looking for work. The subcommittee's recommendations focus on ways to help students plan throughout their school careers.

Each subcommittee developed recommendations based on its findings. These recommendations are presented in the sections which follow.

III. THE SUBCOMMITTEE ON TEACHERS AND STAFF

The objective of the subcommittee on Teachers and Staff was to investigate the human relations training programs available to Charlottesville teachers and staff, and to recommend ways to enhance their sensitivity to human relations issues.

Human relations, as defined by the subcommittee, refers to the ability of teachers, staff and students to understand and deal effectively with differences, especially racial differences within the school community. In their research and recommendations the subcommittee focused primarily on the racial attitudes and behaviors of teachers and staff. This focus was based on four assumptions. First, h

teachers and staff behavior influences the racial attitudes of their students. Second, how teachers and staff behave influences the self-images of minorities. Third, the attitudes of teachers and staff toward minorities may influence curriculum choice which, in turn, influence students' futures as students and workers. Fourth, at this time the Task Force can recommend changes within the schools more appropriately than it can propose changes in the broader community.

background

In its efforts to meet its objective, the Subcommittee on Teachers and Staff reviewed and analyzed existing literature on human relations; analyzed the broad range of factors included in a definition of human relations; collected information regarding Charlottesville's teachers; identified and analyzed in-service education courses (1982-85); analyzed the role of the Multi-Ethnic Committee; held meetings with the Multi-Ethnic Committee; and interviewed teachers, administrators and consultants regarding inter-racial attitudes and behaviors.

The subcommittee identified three aspects of race relations in the school setting: dealing with feelings and emotions, understanding the issues, and developing inter-personal skills. It concluded that each must be addressed as part of a sound race relations program.

First, teachers need to develop or strengthen their sensitivity to their own values and to the need for racial understanding. They must become aware of and sensitive to cultural differences, environments, and lifestyles.

Second, a climate of understanding within the schools can develop only if teachers, staff and administrators share basic information on the ways in which social conditions influence education. They must acknowledge and address such over-riding realities as racism in society, poverty, the single-parent family, and the effect of the family on the child's learning.

Third, good human relations in the schools demands that teachers have the skills and competencies needed to function in a pluralistic classroom. Teachers should become aware of their verbal and nonverbal patterns of communication. They should develop the skills needed to nurture motivation, to promote healthy self-concepts in all students, and to adapt to different learning styles. The proper curriculum can help both the teaching staff and students to become comfortable and competent in a pluralistic classroom.

When teachers have an opportunity to acquire new skills and apply those skills in the classroom, they grow as teachers and as individuals. When existing strengths are identified and supported and when there is the opportunity for peer interaction and feedback, everyone benefits. The mechanism for acquiring new skills, identifying existing strengths, and getting reinforcement for both is available under the existing organizational system of the schools. Time, designated as 'in-service' days, is set aside during the school year for teacher training and development. During in-service days, students are given time off and teachers participate in workshops,

seminars, or short courses--typically with a specific theme or goal. These in-service days can be used to foster the kind of growth needed to improve race relations in the schools.

Because in-service training can help teachers become more effective, they work to improve race relations in their classrooms, the subcommittee recommendations center on ways in which Charlottesville City Schools might strengthen in-service activities. Thus the term will appear frequently in this report. Although the recommendations specify in-service activity, the subcommittee would like to suggest that other options (e.g. allocate a certain number of departmental or staff meetings to discussions of race relations issues) be considered, as well.

Recommendations

H 1. Recommendation: Work Out Solutions to Race Relations Issues in Each School.

Working with an established set of system-wide policies and guidelines, personnel in each school should discuss the race relations issues they face and work out solutions that meet the needs and resources. In-service days should be scheduled for this purpose.

Justification: Studies show that in-service programs are most effective in developing skills when they put those involved in an active role and address specific issues of concern. The racial balance will vary from school to school, as will the students' backgrounds and the skills and abilities they bring to the task. Because of this and because teachers/administrators/staff are more likely to benefit from in-service activities that are linked to specific classroom concerns, an important part of in-service should be developed within each school.

Implementation: Instruction should emphasize demonstration, role-play, simulations or other involvement learning activities. These might include social activities as well as formal mechanisms (in-service) for teachers to develop and improve human relations. Those in charge of planning in-service days should use fellow teachers, community members, and parents whenever possible. They should share successful programs with other schools.

2. Recommendation: Develop a System-wide Race Relations Curriculum
There should be system-wide curriculum development to insure that cultural pluralism and effective human relations skills are integrated at all grade levels and all subject areas.

Justification: Although many race relations issues can and should be dealt with within each school, some issues are general and will recur in most settings. Specific parts of the curriculum in each subject area should be designated to address

these issues. This should be done by central administration with the help of teachers and with additional help from the Multi-Ethnic Committee. (See Appendix B for a description of this committee and a list of its members.)

Implementation: The school administration should examine the Multi-Ethnic Committee's purposes, goals, and organizational structure to consider whether the committee should be revised. The Committee's purposes, goals and organizational structure should enable it to help teachers, administrators, and staff in their daily planning and help central administration develop a system-wide human relations curriculum. It should be reorganized in such a way as to be advisory to central administration.

Recommendation: Develop Social Issues In-service Programs.

The school administration should provide an opportunity for teachers to increase their knowledge of both the positive aspects of the black experience and of the negative effects of adverse social conditions to promote empathy and improve human relations. Substantial in-service activity--workshops, seminars, short courses, discussion groups and the like--could be developed around understanding social problems. At the same time, student activities which focus on black achievement and which promote positive inter-racial exchanges should be developed.

Justification: Providing basic information on minority achievements as well as on societal influences on self-perception and educational achievement can be an effective way to improve relations between the races. Such information should increase understanding and thereby help teachers, staff, and students of both races to deal more effectively with each other. Teachers/administrators/staff can and should be taught to understand and view education as only one facet of a student's life.

Implementation: Teachers, administrators, and staff should be involved in designing professional in-service programs with goals and activities which are designed to improve their understanding of the black experience. This should include both a history of black achievements and a investigation of the social conditions which influence educational outcomes for many black students. A general curriculum should be developed first so that everyone has a basic core of information. From this base, school personnel should be encouraged to find out what life outside of school is like for the children they serve. One mechanism for accomplishing this is for teachers and staff to meet with parents in their local environment as well as to attend neighborhood association meetings. (A listing of neighborhood associations and map of neighborhoods is included in Appendix C.)

4. Recommendation: Evaluate Professional Staff on Human Relations Skills.

Candidates' attitudes toward and skills in human relations should be among the criteria for teacher recruitment and selection. The evaluation of a teacher's human relations skills should be an

important part of the overall assessment of teacher progress.

Justification: Human relations is by its nature a sensitizing concept; that is, human relations involve attitudes and feelings as well as information. A patterned relationship evolves through interaction. In the school setting, teachers play a major role in determining what that pattern will be. An attitude which promotes racial understanding leads to a better learning environment for all students. A school administration which is interested in developing good race relations will evaluate candidates and professional staff on their human relations skills.

Implementation: The School Board should contact Deans of the Schools of Education in Virginia's colleges and universities and recommend more emphasis be put on developing racial understanding (e.g., requiring black history) and on human relations training in the preparation of teachers. The School Board should require teachers to have an understanding of the black experience and should emphasize human relation skills as criteria for employment and promotion.

H 5. Recommendation: Mechanism for Students and Parents to Voice Concerns.

There should be an opportunity (mechanism) for students and parents to voice their concerns about race relations issues.

Justification: During the meeting with the students from Charlottesville High School, several students expressed their belief that the acting out of racial tensions in March, 1985 as a response to racially biased statements might not have occurred or would have been more easily defused if students had been able to voice their feelings, complaints and concerns in a timely fashion. Parents and other community members, too have said that they want an opportunity to convey their concerns in a comfortable, risk-free manner.

Implementation: The Charlottesville High School student council should work with its sponsor and with school counseling staff and school administrators to develop an appropriate and reliable mechanism through which students can voice their concerns about race relations issues. It is important to develop a mechanism--an ombudsman or a mediator, perhaps--that students will use and one which students, staff, parents, and school administrators consider effective. In addition, each school should consider having its own volunteer, perhaps a parent who is a part of the black community and comfortable at school. This person might be willing to be available for parents and the community.

In conclusion, the subcommittee on Teachers and Staff proposed the following general recommendations.

- 1) The central administration must renew and expand its commitment to

enhance race relations in the Charlottesville City Schools.

Human relations in-service should be a continuous process that is integrated into the regular workday activities of the schools.

Human relations in-service training should be conceptualized to assist teachers to adapt what they learn to their particular school.

Human relations in-service training should utilize greater evaluative methods to determine the effectiveness/usefulness of sessions.

THE SUBCOMMITTEE ON CURRICULUM AND ENROLLMENT

The Subcommittee on Curriculum and Enrollment of the Task Force on Race and Education was charged with investigating efforts to promote academic achievement by all students, with special emphasis on the needs of minority students.

Background

In attempting to meet its charge, the subcommittee reviewed major portions of the literature, met with teachers and administrators and heard advice in meetings with staff, teachers, students, parents, and other members of the community. As a result of these efforts the subcommittee came to the conclusion that the strategies most likely to improve the academic performance of minority students are, for the most part, the same as the strategies identified in the research on effective schools and effective teaching, namely:

- * administrative leadership
- * high expectations for all students
- * defined instructional objectives
- * orderly environment for learning
- * systems for monitoring learning
- * parent and community support

The subcommittee believes that raising minority students' academic performance and aspirations is achievable as part of a long-range plan for school improvement that will benefit all children, but that such improvement will require some basic changes in attitudes, in the instructional program and in the allocation of resources.

The mission statement of the School Board indicates strong commitment to meeting the needs of all students and to equality of educational opportunity. But preliminary data (Appendix D) seem to indicate that black students are underrepresented in advanced courses and achieve differently on competency tests as compared to their white counterparts.

1. Recommendation: Make Support for Minority Academic Achievement a Major Priority.

In order to fulfill completely its stated mission regarding

equality of educational opportunity, the subcommittee recommends that the School Board establish the following priority, which shall become an objective in the long-range plan required by State Standards of Quality:

"Improvement in minority students' achievement and aspirations as measured by standardized tests, grades, retentions, dropout rate, enrollment in advanced courses and programs for the gifted/talented, post-high school plans and participation in non-athletic extracurricular activities."

Justification: In a memo to the Charlottesville City School Board dated March 1, 1985, Dr. Richard D. Greig, principal of Charlottesville High School (CHS), recommended collecting and analyzing data on the differences between the class enrollment and performances of black and white students. He reported the following areas were being reviewed or were scheduled for review: program offerings; course descriptions; outlines (by units); time frames; grading policies, standards, and patterns of registration and scheduling; student success levels.

The subcommittee concurs in the need for analysis and evaluation. Data is necessary for school administrators to plan programs. That data should provide information on the enrollment in classes and class performance records of black and white students. Information was collected in 1976 and, if assessments of programs are to be made, must be made available again. Without the data, school administrators cannot reasonably assess strengths and weaknesses or judge whether the curriculum is meeting the needs of all students.

Implementation: The subcommittee recommends that in the early fall of each year the Department of Finance/Data Processing prepare a report for the School Board which provides data on minority student achievement as measured by standardized tests, grades, retentions, dropout rate, enrollment in advanced courses, post-high school plans, and participation in non-athletic extracurricular activities.

A number of important questions have been raised by members of the School Board and members of this Task Force. It is hoped that by gathering and analyzing the data proposed above, these questions will be refined and the answers will point to new initiatives that will continue to promote academic achievement for all students.

Questions:

1. What percentage of each ethnic group are high achievers on the SRA tests? What percentage are low achievers on these tests?
2. Do out-of-school factors, especially socioeconomic status explain most of the differences in achievement among groups?

How much can the schools be expected to do?

3. How does the achievement of black students in Charlottesville public schools on SRA tests compare with the achievement of black students throughout Virginia? Throughout the nation?
4. Are minority students succeeding in some elementary and middle schools at greater rates than in others?
5. Are minority students participating in academically-oriented extracurricular activities? In regional science fairs?
6. Do minority students enroll in post-secondary educational programs at the same frequency rate as their majority counterparts?

SUBCOMMITTEE ON PARENTAL AND COMMUNITY INVOLVEMENT

The objective of the Subcommittee on Parental and Community Involvement was to identify activities which will enhance parental and community involvement in the schools as a way to increase student success in the academic program.

Background

The subcommittee began its assignment with the assumption that meaningful and positive parental and community involvement are extremely important if school is to be a successful experience for children and youth of all races. The subcommittee was aware that parental involvement in the school experience at home and at school should be strongly linked to student success. It was clear that many minority group parents, for a variety of complex reasons, found it more difficult to help their children do well in school.

Not surprisingly, the investigations of the subcommittee confirmed these assumptions. What is impressive, however, is the degree to which all efforts and discussions of the entire task force underscored the critical, perhaps paramount, importance of parental and community involvement in academic success. The crucial importance of this issue cuts across and affects all other issues before the task force.

And no other issue seems as difficult to solve.

A major realization made by the subcommittee is the way changes in our society, living patterns, and expectations are affecting parental and community involvement. Four social changes were identified which must dramatically affect the nature and extent of parental and community involvement:

1. More children live in homes in which both parents work.
2. Nearly half of children live in homes with just one parent present.

3. Fewer Charlottesville taxpayers have children in school.
4. The schools attempt to retain in school and educate far more children who find it difficult to succeed. Students who in earlier generations would have left school to work as well as many who might not have been in school at all are now part of the regular school population.

Recommendations:

1. Recommendation: Endorse the Recommendations in "Assuring Equity"
The subcommittee endorses the recommendations concerning parental and community involvement in the report of the Educational Issues Task Force, "Assuring Equity," presented to the Charlottesville City School Board on March 18, 1985. The report is available from the School Administration or the Department of Community Development.

Justification: The Issues Task Force was broad-based, thorough and systematic in its approach.

Implementation: The School Board has implemented a response plan for each of the Issues Task Force's recommendations.

- H 2. Recommendation: Give Policy Priority to Increasing School and Community Involvement.

The School Board should give the highest possible priority to increasing parental and community involvement in children's education. A major analysis of policies and practices should be conducted to identify ways in which all of the school's policies, practices, and personnel might be guided by this higher level policy declaration. The essence of this recommendation is that in reviewing all policies and practices--even those which do not seem, at first, to be related to community involvement--the question should occur: Can we do this in such a way as to positively involve parents and the community for the benefit of students?

Justification: Parental and community involvement are affected by a wide variety of policies; improvement in involvement is important and must be addressed across the board.

Implementation: It is of paramount importance that the school work toward building a view of education as a cooperative effort. Parents should be involved as soon as the child is entered in kindergarten. School personnel should let parents know when decisions are being made on behalf of the child which will shape his/her school career. It should be mandatory that parents are involved in those decisions. School staff and administrators should consider other ways to encourage parents to become more involved. These could include 1) increasing the number of home visits and providing compensation for visiting and for the after-hours work involved, 2) evaluating the community involvement efforts of teachers and principals, 3) supporting

PTO's and other organized means of community involvement, and 4) developing better means of communicating with the home and the community.

Recommendation: Mandatory In-service Training to Improve Parental Involvement.

There are two parts to this recommendation. First, schools should be encouraged to develop in-service programs which focus on different ways of increasing and making good use of parental involvement. Second the programs should be applicable to individual schools to help school personnel meet the needs of the community they serve (See Recommendation 1, page).

Justification: The need for in-service training to help teachers develop their understanding of the community and to find ways to involve parents in their children's education was supported by nearly everyone speaking before the Task Force. Evidence suggested that some degree of racial and socioeconomic insensitivity exists at all levels and inhibits participation (See also Recommendation 3, page 9).

Implementation: The School Administration should give parental involvement priority in in-service plans. In-service planners should develop programs which could help teachers recognize the racial and socio-economic barriers to parental and community involvement. An in-service day devoted to planning for community involvement should be an annual requirement.

Recommendation: Provide Priorities for the Coordinator for School/Community Relations.

The new position of Coordinator for School/Community Relations should be clarified with respect to its job description so that parental and community involvement is emphasized.

Justification: School Board policy already supports this position for this purpose.

Implementation: The School board should review the job description of the Coordinator for school/community relations. It should assign clear priorities to the work to be done so that personal contacts with parents and involvement in the community take precedence over other, less direct, public relations efforts.

Recommendation: Provide Aides for Parents.

Efforts to provide assistance to the traditional parental responsibilities should be instituted when parents appear to be unable, reluctant or unwilling to fulfill their responsibilities. These should supplement, not supplant, parental roles. Examples abound (tutors, advocates, "foster schoolparents", Big Brothers/Sisters, etc.) and will be specified later.

Justification: Many well-proven models show that various forms of community involvement can enhance student achievement.

Implementation: The School Board should direct staff recommend program alternatives. If tutors or Big Brothers/Big Sisters are used there should be sensitivity to the match as well as follow-up and evaluation. The university students who serve as big brothers/big sisters should be well screened and children should have some understanding of the purpose of the program; they should be told what to expect and what not to expect from their big brother/big sister. The volunteer coordinator should develop a program for follow-up.

6. Recommendation: Hire Counselors for the Elementary Grades. Counselors should be provided for children in the elementary grades, with a focus on early identification and intervention emphasizing parental and community involvement at the early signs that a child is not achieving as expected or is not involved in school and learning.

Justification: Much evidence suggests that the signs of probable academic failure are evident in the early grades. There is also some evidence that if children who are identified as probable failures receive counseling early in their school career, they will remain in school and are more likely to work to develop their potential.

Implementation: The School Board should consider the addition of elementary counselors or the possible redefinition of the present counseling positions. Emphasis should be on counseling and the counselors ability to encourage a healthy self-image. The School Board should ask City Council to consider additional funding if necessary, after a thorough re-examination of currently available personnel and their job descriptions.

7. Recommendation: Emphasize Programs Which Foster Private Sector Involvement. Programs which foster involvement by the private sector should be emphasized (e.g. "Adopt a School" programs for clubs and companies, endowed chairs, educational foundations, etc.)

Justification: Increases in involvement by the private sector may increase funding. Business involvement in the schools also can reinforce the validity of schooling to life and provide role models.

Implementation: This should be done at each school, also. Schools should identify groups as well as businesses that can help interest and motivate their students. A committee should be formed in each building to develop ways to reach out to appropriate groups and businesses.

8. Recommendation: Involve Blacks from the Community and the University.

In addition to such valuable special efforts such as Black History Month, an ongoing program of involvement of blacks from

the community and the universities should be emphasized at all levels and in all areas. Special attention should be given to borrowing the many resources of the Carter G. Woodson Institute at UVa.

Justification: Positive role models increase self-esteem and ambition among black youths and improve racial attitudes among all students and staff.

Implementation: School administration should develop a resource guide for teachers. The guide should contain the names, areas of expertise, and information on how to reach a variety of black men and women who are involved as professionals, craftspersons, or entrepreneurs in the community. It should contain a listing of books and filmstrips and information on the sources and resources which are available to help the teacher incorporate the black perspective in a unit of study or to develop a unit specifically focusing on the black experience. (See Recommendation 2, page 8)

Recommendation: Improve Opportunities for Later Learning.

In addition to its traditionally impressive and positive direct support of education, the City should seek to improve minority and low income childrens' opportunities in school through indirect means at its disposal. Such means include expansion of day care support, development of early intervention programs for children at risk, and coordination of other city programs (housing, social services, health services, etc.) which impact the environment from which these children come.

Justification: Educational success for minority and low income youth is critical to the city's future. To the extent that city government is responsible to address such problems as poverty, poor housing, crime and social disorganization, its efforts improve the potential for educational success for children from this environment. Since all evidence suggests that the earliest years of life are the most important building blocks for future success city investment here is a wise strategy.

Implementation: The City should conduct a review of the policies and procedures of its housing, social services, health, mental health/mental retardation, day care, and other programs similar to that conducted by the school board for education (see recommendation #V.2. p.13), asking, "Is there a way we can direct these services to improve future educational success for children at risk?"

Recommendation: Expand Community Education Programs.

Community Education programs such as CLAS/S, and other programs jointly sponsored by the city and the schools should be supported, expanded and targeted as one way to enhance parental involvement for children at risk of failure.

Justification: Community Education offers a range of excellent programs. The summer/after school program, CLAS/S, is only one example of what is possible. That program aids parents who work

and provides supplemental educational experiences for the children. Other programs could be developed which could build parent/child experiences, or which would meet parent needs. These would help parents become comfortable with the school setting and increase their involvement with their children's education.

Implementation: The city should consider proposals to increase scholarship support for low-income children. Perhaps churches and businesses could be encouraged to offer scholarships as well. Piedmont Community College has offered to join the schools to offer a range of activities to bring parents to the schools. Church groups or other service groups could provide child care for school functions.

11. Recommendation: Encourage Civic Support of Schools. The city government should take the lead in encouraging civic support of schools through its communications and influence over the industrial, commercial, and civic structure.

Justification: Sensitive business policies can create an environment which is supportive and, in that way, can help parents help their children. Often it is necessary for an organization to take the lead.

Implementation: The city might be encouraged to allow leave for parents to visit their children's schools as an example of a way in which business could support parental involvement in education. As another example, the city's contract for cable television service could include increased services to the educational system. Sensitive policies should be covered in the press.

VI. SUBCOMMITTEE ON POST-SECONDARY EDUCATION AND TRAINING

The major objective of the subcommittee on post-secondary education and training was to identify and recommend strategies that would encourage all students to make appropriate and challenging plans regarding their post-secondary education and career goals.

Background

In pursuit of this major objective, activities of the subcommittee were directed toward the identification of the post-secondary education and training plans of Charlottesville High School students. Investigation of the processes of counseling, career planning, and student decision making in the high school; and the location of existing cooperative efforts between Charlottesville High School and colleges, universities and other post-secondary education and training organizations which are designed to provide opportunities and encourage qualified students to pursue post-secondary education.

Recommendation: Require Direct Parental Participation in Student Advising and Planning.

Charlottesville Public Schools should implement a student advising/ planning process which requires the involvement of the student, parents, and the school counselor in formulating specific high school and post-secondary education, training, and career plans.

Justification: Nationally, the college attendance rates of minorities have been dropping (American Association of State Colleges and Universities, 1985). In Virginia, there is a large discrepancy between the college going rates of white and black high school graduates--63% for white graduates, 51% for black graduates (Scott, 1982). At least part of the problem stems from poor academic planning and a lack of involvement on the part of parents. One recent study of minority students in Virginia finds that a majority of black students who plan to go to college are not in a college preparatory program (Scott, 1982). Most of these students rely heavily, if not exclusively upon their high school guidance counselors with little or no parental involvement.

Implementation: Beginning with the transition from middle school to high school there should be an annual meeting between the student and guidance counselor with parental participation required. Student academic and career goals, aptitudes, prior academic performance, and motivation would be reviewed. Curricular alternatives and consequences of decisions for careers and post-secondary education would be discussed and a plan signed by all three parties would result from this annual meeting. Where parents hesitate to participate, a relative or trusted designee may be present, too.

2. Recommendation: Require Post-graduation Planning.

Charlottesville High School should require each senior prior to graduation to provide evidence of planning and commitment to action on one of the following: (a) continued post-secondary education or training as evidenced by admission to at least one post-secondary education or training program (b) employment as evidenced by a written statement from an employer (c) service in one of the Armed Forces as evidenced by enlistment papers. (d) other definite post-graduation plans as reviewed and approved by an appropriate school official.

Justification: Typically, a high percentage of graduating high school seniors do not have definite plans established regarding their post-graduation activities as mandated by the State Report on Excellence. At Charlottesville High School, roughly one fifth to one-third of CHS seniors do not have definite post-graduation plans. Due in part to concerted efforts of Charlottesville High School teachers and staff, the percentage of CHS seniors who are undecided has been declining (PVCC High School Senior Survey, 1984, 1985). A systematic and continuing effort will be required if higher expectations of student planning for successful

post-secondary achievement are to be reached.

Implementation: During the senior year, each student, together with his or her parents and a school counselor, should specify what post-graduation goals the student hopes to attain during the period immediately after high school and how the student plans to achieve those goals. Then, prior to graduation, the student should provide evidence that commitment has been made to a course of action regarding post-secondary education, employment, military service, or some other course of action.

3. Recommendation: Conduct Follow-up.
Follow-up studies of Charlottesville High School graduates should be initiated to determine if students actually implement their post-graduation plans and to evaluate the extent to which students are successful in the actions taken.

Justification: Due at least in part to the efforts of teachers and staff and cooperative programs with other educational organizations, an increasing percentage of Charlottesville High School seniors plan to continue their education after high school (from 54% in 1984 to 62% in 1985--PVCC High School Senior Survey, 1984, 1985). However, there are no data which indicate how many actually implement their plans, and of those, how many are well prepared for successful performance.

Implementation: Charlottesville High School should commit itself to regular follow-up studies of its graduates and seek cooperative agreements from area colleges, universities, and employers to provide feedback regarding the academic or professional preparation and performance of its graduates. PVCC will work with CHS in developing a form for follow-up.

4. Recommendation: Require Financial Aid Planning During the Junior Year.

Each high school junior should participate in a financial assistance workshop in which sources of financial aid are reviewed and the opportunity to complete an application for financial assistance is made available.

Justification: Often students, especially minority students, do not seriously consider post-secondary education and training simply because they feel the associated costs remove such opportunities from the realm of possibility. In a recent study of Virginia high school students, 54% of black students who were in an academic high school program reported they could not continue their education without government aid. This figure compares with only 12% of white students in academic programs who reported major financial barriers. (Scott, 1982). As a result, Virginia generally, students at Charlottesville High School frequently reported that financial barriers are major reasons why college attendance is difficult or not possible (CHS Interview, 1985). There are available many different types of educational aid for students in need even with recent government cutbacks.

Despite available resources in Virginia, the percentage of community college financial aid recipients who are black has been declining over the past five years. (Virginia Community College System, 1985).

Implementation: Charlottesville school officials should request area colleges and universities to provide financial aid workshops for all high school juniors and seniors irrespective of the students' intentions of attending a particular post-secondary education agency or institution. All students should be required to participate. By requiring the completion of an aid application, students would learn what types and the amount of assistance available to them and may lead to greater participation in post-secondary education for all students at Charlottesville High School.

Recommendation: Support Co-operative Programs.

Cooperative programs between Charlottesville High School, Piedmont Virginia Community College, the University of Virginia, and the Monticello Area Community Action Agency should be encouraged and supported. An evaluation, dealing with the impacts of these programs, should be initiated.

Justification: Cooperative programs between Charlottesville High School, the University of Virginia, Piedmont Virginia Community College and Monticello Area Community Action Agency exist which encourage attendance, particularly among minority students (MACK program, Project Discovery, CHS/PVCC School-to-College Project). These programs deserve the recognition and support of city government, the city school board, and community leaders. However, these programs are all relatively new and have not yet been assessed regarding their impacts. Therefore, some evaluative structure should be developed to guide judgments regarding program success in producing desired results.

Implementation: Recognition, and where appropriate financial support, should be given by City Council and the School Board to the programs identified above. The school administration should initiate a process whereby the high school together with cooperating institutions would evaluate program success in meeting established objectives.

Recommendation: Establish a Business Advisory Board.

A Business Advisory Board made up of owners, managers, and administrators of local business and industry should be organized, possibly under the Education Committee of the Chamber of Commerce. The purposes of the Board would be 1) to help co-ordinate school programs with the present and projected needs of business, 2) to inform students of opportunities in Charlottesville, and 3) to help students find appropriate jobs by giving them more information on what is available and what skills and abilities are required.

Justification: This was a priority recommendation of the

Employment and Training Commission. During hearings conducted that Commission, it became apparent that there was an 'information gap' between local schools and area business needs, their recommendation seems appropriate to the issue hand. It is felt that such a program would benefit many minority students. This recommendation was forwarded by the So Development Commission Subcommittee on Race and Employment and endorsed by both that Subcommittee and the Task Force.

Implementation: The Chamber of Commerce has organized several short conferences designed to promote business-educational partnerships. These could provide the base from which to build a regular advisory board.

7. Recommendation: Strengthen Job Readiness Programs. The job readiness programs currently operating in Charlottesville should be strengthened. First, the high school should offer public job counseling for all students, including those who do not plan to continue with their education. Second, job search classes should be small so that each student's progress can be monitored carefully. Third, the job search/career counseling program should provide an opportunity for students to learn about options and requirements. This should begin soon enough in high school program to allow for both planning and change. Fourth, the program should include presentations by minorities a variety of professional and non-professional positions in Charlottesville.

Justification: A young person makes job/career decisions based in part, on his/her experience and ideas of what the options are. Some minority students may be limiting their job choices for reasons that have less to do with interest and ability than with their background. These could include such factors as a narrow range of minority role models and the limited experience and expectations of family and friends. While a strong counseling program in the schools cannot replace the primary support systems (family, friends, etc.) it can help by providing students with more information, by helping them develop a wider range of experience and by supporting and encouraging achievement.

Implementation: The program should be developed in conjunction with the program which requires parents to become involved in the process of academic/career planning (See Recommendation 1 in the section).

Specific attention should be given to the status of each recommendation with the framework of the following criteria: 1) Were measurable objectives set in attempting to reach the goal of each recommendation? 2) Was there an assignment of responsibility to some group or individual to achieve the objectives and implement each recommendation? 3) Were specific activities planned and implemented in relation to each recommendation? 4) Were requests for funding or additional support made if needed? 5) What outcomes related to each recommendation have

...s conducted
...here was resulted? 6) What additional work needs to be completed?
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CONCLUSION

...y the Socll subcommittees were made aware that the problems black youth
...loyment andncounter in school are substantially tied to the disproportionate
...ce. rates at which blacks experience problems of poverty, unemployment,
...oor housing, lack of transportation, and crime. The schools cannot
...nized severmpact these problems except by the success of education itself. At
...ness-educathe same, these are the problems which, in large measure, prevent
...ch to buildarents and the others in community from helping children succeed in
...hools. We are committed to breaking into that cycle. To the extent
...he city policies and resources can help, there is a compelling reason
...o try.

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...ld offer mo public hearing on this report was conducted on October 2, 1985. In
...o do not plresponse to the comments made at that hearing, the Task Force would
...arch classlike to reconvene in January, 1987 to evaluate progress on the
...be monitorrecommendations and to propose further action, as necessary.

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TABLES

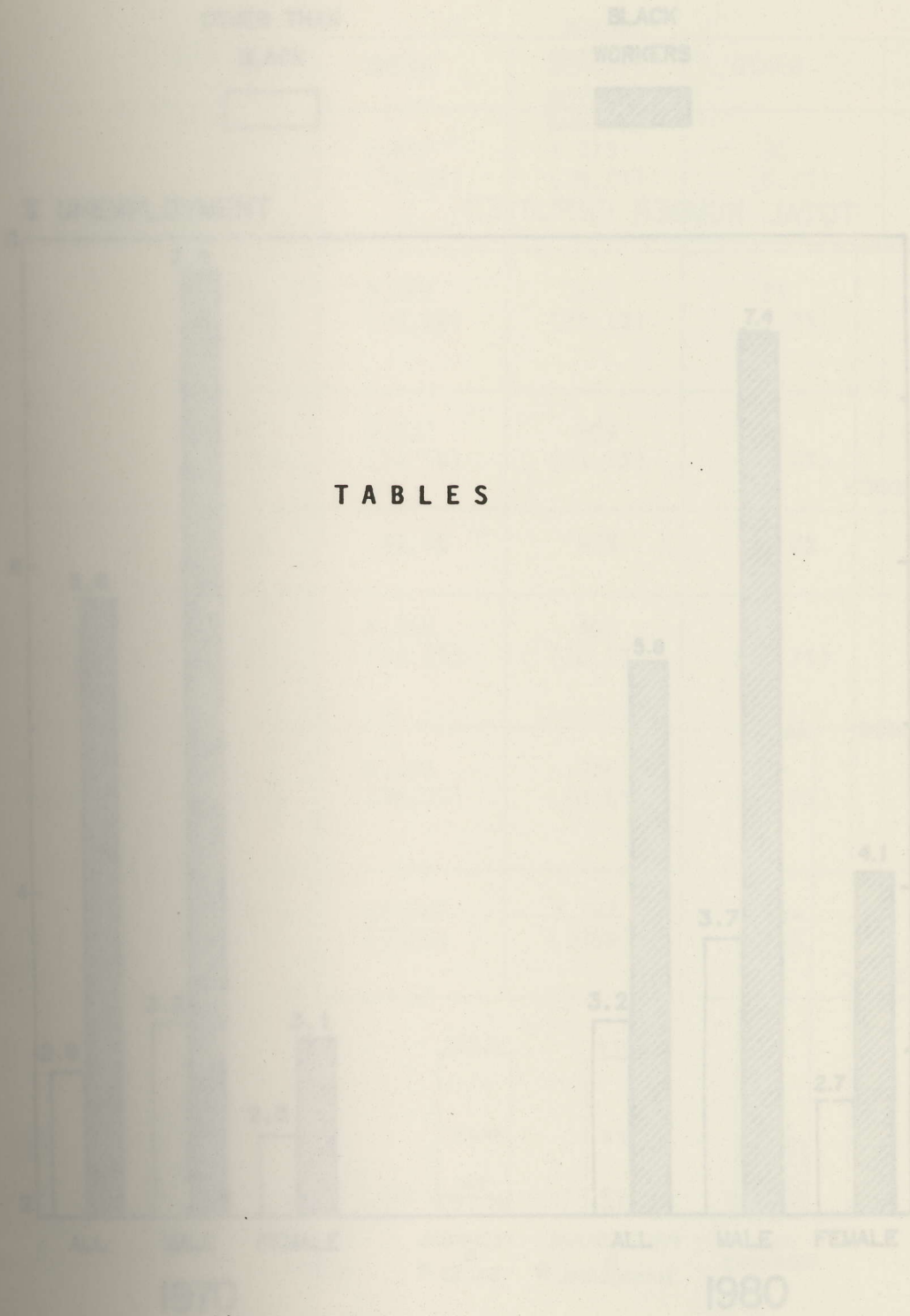
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TABLE II

EMPLOYMENT IN CHARLOTTESVILLE
BY CATEGORIES, 1970-1980

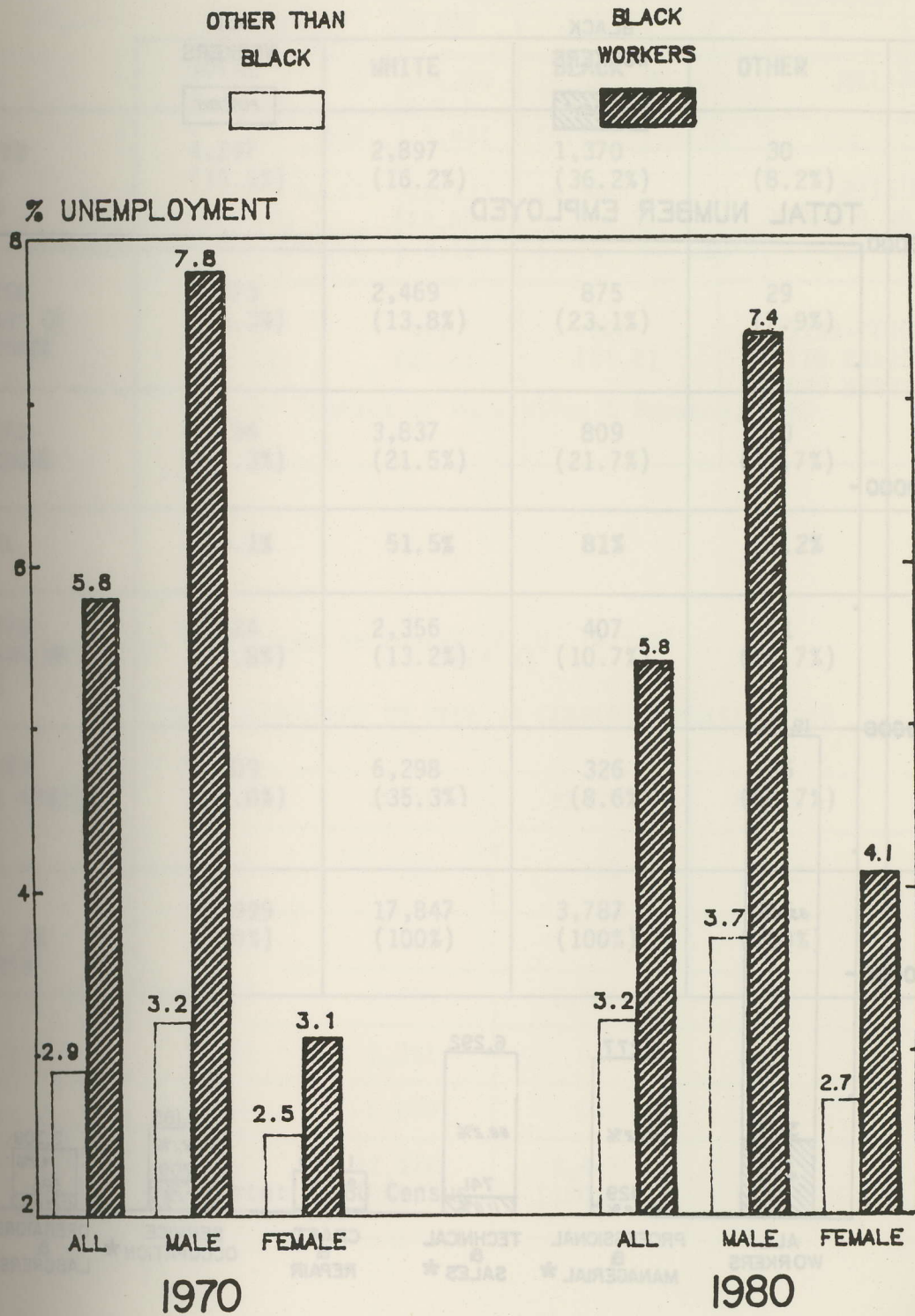


T A B L E S

SOURCE: 1970 U.S. CENSUS, 1980 U.S. CENSUS

TABLE II

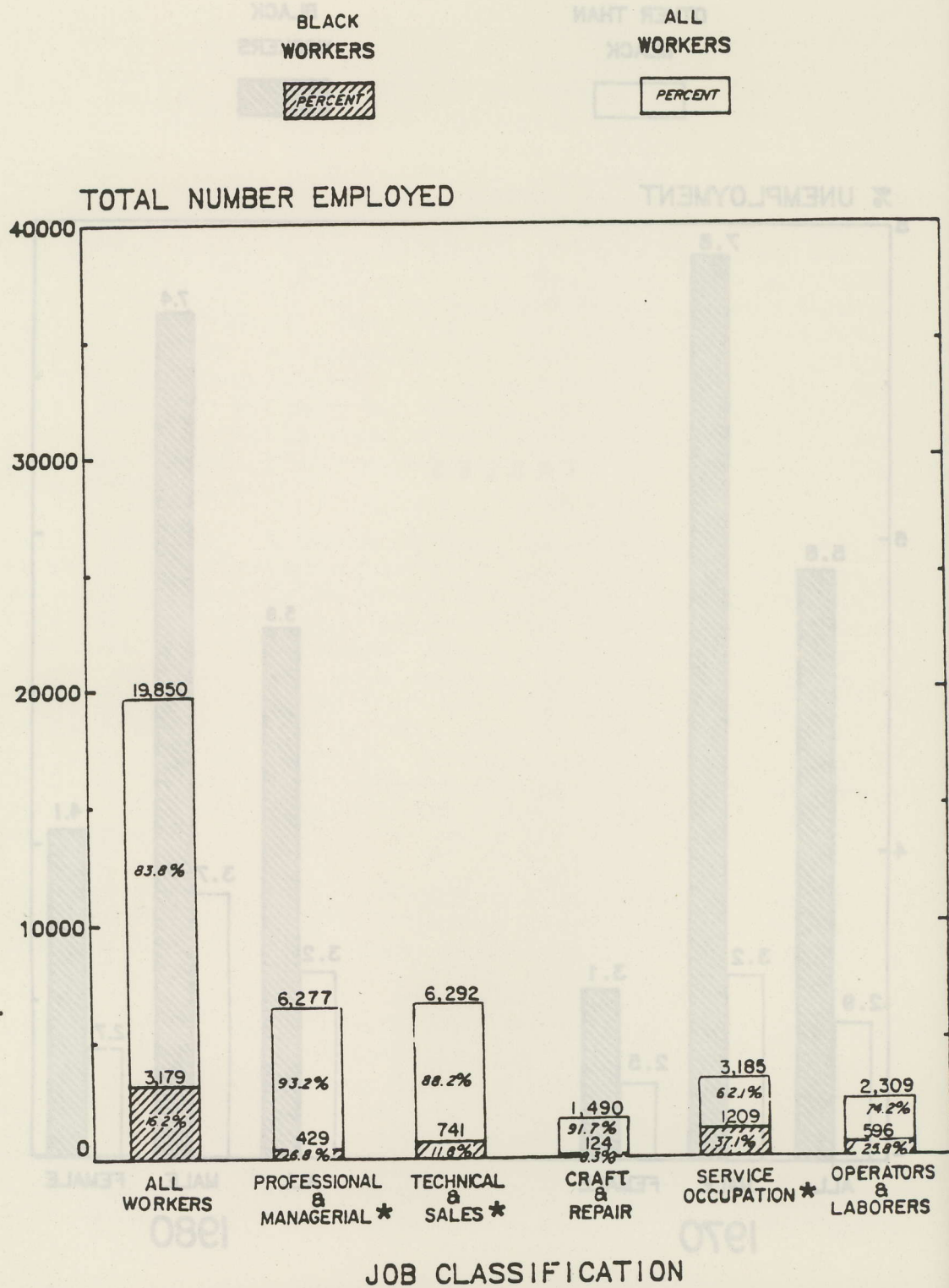
UNEMPLOYMENT IN CHARLOTTESVILLE
BY CATEGORIES, 1970-1980



SOURCE: 1970 U.S. CENSUS, 1980 U.S. CENSUS

TABLE I

EMPLOYMENT OF BLACKS AND OTHERS BY JOB CLASSIFICATION
 CHARLOTTESVILLE, 1980



*CANNOT BE ACCURATELY COMPARED TO 1970, AS OCCUPATIONAL GROUPS WERE SIGNIFICANTLY ALTERED FOR THE 1980 CENSUS.

SOURCE: 1980 Census

CLASSIFICATION

TABLE IV

EDUCATION: YEARS COMPLETED
(Charlottesville, VA - Persons 25 yrs. & older)

	TOTAL	WHITE	BLACK	OTHER	% BLACK
COMPLETED GRADE 8 OR LESS	4,297 (19.5%)	2,897 (16.2%)	1,370 (36.2%)	30 (8.2%)	31.9%
COMPLETED 1-3 YEARS OF HIGH SCHOOL	3,373 (15.3%)	2,469 (13.8%)	875 (23.1%)	29 (7.9%)	25.9%
COMPLETED HIGH SCHOOL	4,696 (21.3%)	3,837 (21.5%)	809 (21.7%)	50 (13.7%)	17.2%
SUBTOTAL	56.1%	51.5%	81%	29.2%	
COMPLETED 1-3 YEARS OF COLLEGE	2,824 (12.8%)	2,356 (13.2%)	407 (10.7%)	61 (16.7%)	14.4%
COMPLETED COLLEGE AND/OR BEYOND	6,809 (31.0%)	6,298 (35.3%)	326 (8.6%)	185 (50.7%)	4.8%
TOTAL PERSONS 25 AND OLDER	21,999 (100%)	17,847 (100%)	3,787 (100%)	365 (100%)	17.2%

Source: 1980 Census

2,309
74.2%
596
24.8%

OPERATORS
&
BORERS

GROUPS

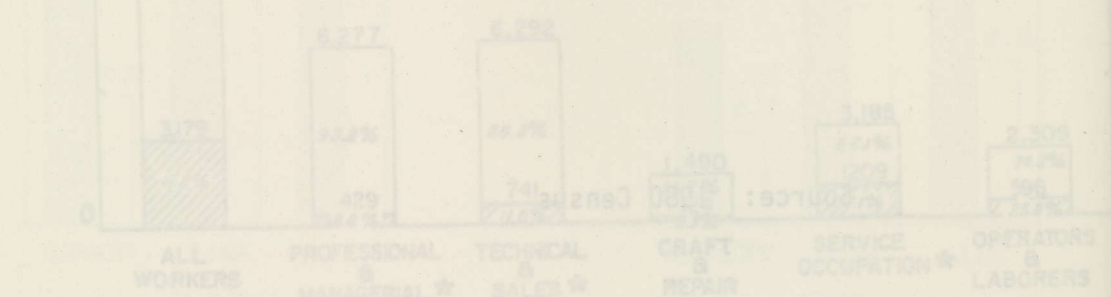
TABLE III

EMPLOYMENT OF BLACKS AND OTHERS BY JOB CLASSIFICATION

POVERTY STATUS OF CHARLOTTESVILLE FAMILIES

	TOTAL	WHITE	BLACK	OTHERS	%
FAMILIES	8,695	6,919 (100%)	1,651 (100%)	125 (100%)	
FAMILIES BELOW POVERTY	646 (7.5%)	316 (4.6%)	318 (19.2%)	18 (14.4%)	
POVERTY-LEVEL FAMILIES WITH CHILDREN UNDER 18	496 (5.7%)	227 (3.3%)	254 (15.4%)	18 (14.4%)	

Source: U. S. Census of population & housing, 1980



*CANNOT BE ACCURATELY COMPARED TO 1970, AS OCCUPATIONAL GROUPS WERE SIGNIFICANTLY ALTERED FOR THE 1980 CENSUS.

SOURCE: 1980 Census

TABLE V

RACIAL COMPOSITION OF CHARLOTTESVILLE, 1980

CATEGORIES	% B	TOTAL	WHITE		BLACK		ASIAN AND PACIFIC ISLANDER		SPANISH	
			#	%	#	%	#	%	#	%
Individuals	19	39,916	32,131	80.5%	7,229	18.1%	379	.9%	376	.9%
Families		8,648	6,919	80%	1,651	19.1%	54	.6%	71	.8%
18-49	49	15,656	13,093	83.6%	2,333	14.9%	151	1%	141	.9%
50-64	51	18,116	14,788	81.6%	3,114	17.2%	159	1%	173	.1%

Source: Census of Population & Housing, 1980

APPENDIX A

TABLE VI

SCHOOL ENROLLMENT BY RACE IN CHARLOTTESVILLE, 1980

	TOTAL	WHITE	BLACK	OTHER	% BLACK
NURSERY SCHOOL	460	309	109	42	23.7%
KINDERGARTEN	265	162	78	25	29.4%
ELEMENTARY	3,457	2,285	1,067	105	30.9%
HIGH SCHOOL	2,009	1,351	624	34	31.1%
COLLEGE	8,860	8,069	564	227	6.4%
TOTAL	15,051 (100%)	12,176 (100%)	2,442 (100%)	433 (100%)	16.2%

RACE RELATIONS/EDUCATION TASK FORCE

PURPOSE: The purpose of this Task Force shall be to investigate the race matters in the public schools and to examine initiatives and existing programs that aim to reduce tension and promote academic achievement. The Task Force shall work with City staff, school administration, the Charlottesville Social Development Commission and the Charlottesville School Board to develop recommendations for action plans designed to improve educational opportunities for all students.

MEMBERSHIP

- Three representatives of the Social Development Commission
- Three representatives of the Charlottesville School Board
- Two representatives of City Council
- One representative of Charlottesville Public School Teachers
- One representative of Charlottesville Public School Counselors
- Two representatives of Charlottesville Public School Students
- One representative of Albemarle County Virginia Community College

APPENDIX A

MISSION STATEMENT

The Task Force will be advisory to the Social Development Commission and report to the Commission on a regular basis.

STAFF:

Department of Community Development will provide staffing in cooperation with the Charlottesville School Administration.

TASK FORCE CHARGE

AND

MEMBERSHIP LIST

D.C.D.
2/25/85

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REVIEW AND EVALUATION:
The Task Force will be advisory to the Social Development Commission and report to the Commission on a regular basis.

STAFF: Department of Community Development will provide staffing in cooperation with the Charlottesville School Administration.

D.C.D.
2/25/85

TASK FORCE ON RACE RELATIONS & EDUCATION

I. SUBCOMMITTEE ON TEACHERS & STAFF

Dr. Clifford Bennett, Chairman
2312 Glenn Court
Charlottesville, VA 22901
Charlottesville School Board

Rev. Alvin Edwards
1301 Gordon Avenue
Charlottesville, VA 22903
Social Development Commission

Dr. Virginia Schatz
1602 Jamestown Drive
Charlottesville, VA 22901
Charlottesville School Board

II. SUBCOMMITTEE ON CURRICULUM & ENROLLMENT

Mr. Stephen D. Campbell, Chairman
101 Robertson Lane
Charlottesville, VA 22901
Social Development Commission

Mrs. Sylvia Elder
1809 Brenda Court
Charlottesville, VA 22901
Counselor, Charlottesville High School

Mrs. Betty Pittman
2244 Brandywine Drive
Charlottesville, VA 22901
Teacher, Charlottesville High School

III. SUBCOMMITTEE ON PARENTAL & COMMUNITY INVOLVEMENT

Mr. John Pezzoli, Chairman
518 North 1st Street
Charlottesville, VA 22901
Charlottesville School Board

Mr. Lindsay Barnes
700 Lexington Avenue
Charlottesville, VA 22901
City Council

Mrs. Elizabeth Gleason
1831 Yorktown Drive
Charlottesville, VA 22901
City Council

IV. SUBCOMMITTEE ON POST-SECONDARY EDUCATION & TRAINING

Dr. Robert Templin, Chairman
Dean of Instruction
Piedmont Virginia Community College
Route 6, Box 1A
Charlottesville, VA 22901
Piedmont Virginia Community College

Miss Dawn Jackson
1534-B Cherry Avenue
Charlottesville, VA 22903
Student, Charlottesville High School

Mr. Chris Weber
1308 Lester Drive
Charlottesville, VA 22901
Student, Charlottesville High School

MULTIETHNIC COMMITTEE
1985

BOB BOWEN
DORIS STIFF

BUFORD
BUFORD

DAVE WILLIAMS

BURNLEY-MIRAN

JIM BOON

CHRIS

MARY ANNE WILLIAMS

CLARK

LARRY BLAND

GREENBRIER

ASH HENRY

JOHNSON

JULIAN KING

JOHNSON

DEMETRIE GIBSON

VENABLE

KATHY J. HAYES

WALKER

JIM HENDERSON

JACKSON-VIA

BARBARA BOWEN

APPENDIX B ANNEX

MULTI-ETHNIC COMMITTEE GOALS

MULTIETHNIC COMMITTEE

The Multiethnic Committee began working in May 1982. Each school has a representative on the committee. Two principals serve as members of the committee and it is chaired by an administrator from the central office.

The purposes of the committee are:

1. To offer guidelines that will foster understanding, acceptance and constructive relations among people of different cultures.
2. To increase teacher awareness of the purpose and importance of a multi-ethnic curriculum.
3. To provide assistance in developing resources built around our present curriculum and the Social Studies Standards of Learning objectives.
4. To coordinate activities relative to multiethnic influence between the community and our schools.
5. To promote observation of multiethnic events (i.e. Afro-American History Month).
6. To plan and conduct for staff and to assist in planning systemwide workshops, seminars, etc.

MULTIETHNIC COMMITTEE
1985

RON ROCCA
HELEN STIFF

BUFORD
BUFORD

SARA WILLIAMS

BURNLEY-MORAN

JUDY ROOD

CHS

MARY ANNE MULLANEY

CLARK

KATHY BEARD

GREENBRIER

ANN HERBERT
JULIAN KING

JOHNSON
JOHNSON

BRENETTE GARDNER

VENABLE

KATHY J. HARRIS

WALKER

JIM HENDERSON

JACKSON-VIA

BARBARA BOOKER

JEFFERSON ANNEX

CHARLOTTESVILLE PUBLIC SCHOOLS

MULTIETHNIC COMMITTEE

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4. To coordinate activities relative to multiethnic influence between the community and our schools.
5. To promote observance of multiethnic events (i.e. Afro-American History Month)
6. To plan mini-courses for staff and to assist in planning systemwide workshops, seminars, etc.

CONTACT LIST FOR THE NEIGHBORHOOD ASSOCIATIONS IN THE
 CHARLOTTEVILLE FEDERATION OF NEIGHBORHOOD ASSOCIATIONS

(1 - President; 2 - Representative to the Federation)

- 715 PALATKA ASSOCIATION 22903
 715 Palatka Avenue; 295-9497
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 295-5750
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 295-9497
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 293-3950
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 Robert J. Carter, 1818 Yorktown Drive; 296-2281 (Member of Exec. Comm.)
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 977-0274
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 295-0360
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 293-3548 (Treasurer)
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 293-9774
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 977-1418 (Secretary)

APPENDIX C

NEIGHBORHOOD ASSOCIATIONS

- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 296-3773
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 295-4809
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 971-3826
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 293-8741 (Vice President)
- WILKINSON NEIGHBORHOOD ASSOCIATION 22903
 977-8278
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 971-5609
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 971-7029
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 293-3283 (Member of Exec. Comm.)
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 295-3347
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 295-2816 (Corresponding Secretary)
- WILKINSON NEIGHBORHOOD ASSOCIATION 22901
 295-8795

MULTIETHNIC COMMITTEE
1985

RON ROCCA
HELEN STIFF

BUFORD
BUFORD

SARA WILLIAMS

BURNLEY-MORAN

JUDY ROOD

CHS

MARY ANNE MULLANEY

CLARK

KATHY BEARD

GREENBRIER

ANN HERBERT

JOHNSON

JULIAN KING

JOHNSON

BRENETTE GARDNER

VENABLE

KATHY J. HARRIS

WALKER

JIM HENDERSON

JACKSON-VIA

BARBARA BOOKER

JEFFERSON ANNEX

CHARLOTTESVILLE PUBLIC SCHOOLS

MULTIETHNIC COMMITTEE

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6. To plan mini-courses for staff and to assist in planning systemwide workshops, seminars, etc.

CONTACT LIST FOR THE NEIGHBORHOOD ASSOCIATIONS IN THE
 COUNTY-WIDE FEDERATION OF NEIGHBORHOOD ASSOCIATIONS

(P - President; V - Representative to the Federation)

- MEMBERS: 716 Raleigh Avenue; 296-9497
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22903
 R/ David A. Wilson, 200 Wilson Road; 293-5750
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 Gary A. Wilson, 114 Parkway Avenue; 296-9497
 Lawrence Wilson, 200 Wilson Road; 293-5750
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 V/ Robert F. Wilson, 200 Wilson Road; 296-2281 (Member of Exec. Comm.)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22903
 Celestia Wilson, 100 Holly Road; 977-8274
 Stephen A. Wilson, 114 Parkway Avenue; 296-9497
 Bob Wilson, 200 Wilson Road; 296-5548 (Treasurer)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22903
 Susan Wilson, 200 Wilson Road; 296-9497
 Dana Wilson, 200 Wilson Road; 977-1418 (Secretary)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 Emily L. Wilson, 200 Wilson Road; 296-9497
 Dick Wilson, 200 Wilson Road; 296-3173
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 Lawrence Wilson, 114 Parkway Avenue; 296-9497
 Jane Wilson, 200 Wilson Road; 296-9497
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 Augusta Wilson, 200 Wilson Road; 296-9497
 Wesley Wilson, 200 Wilson Road; 296-9497 (Vice President)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22903
 William Wilson, 114 Parkway Avenue; 296-9497
 Mary Jane Wilson, 200 Wilson Road; 296-9497
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 Lily Mae Wilson, 200 Wilson Road; 296-9497 (Member of Exec. Comm.)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 (name not legible) (legible phone)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22903
 Charlotte Wilson, 200 Wilson Road; 296-9497 (Corresponding Secretary)
- WILSONVILLE NEIGHBORHOOD ASSOCIATION 22901
 (name not legible) (legible phone)

APPENDIX C

NEIGHBORHOOD ASSOCIATIONS

RON ROCCA
 HELEN STITZ
 SARA WILLIAMS
 JUDY HOOD
 MARY ANNE
 KATHY BEAR
 ANN HENNER
 JULIAN KIM
 BRENETTE
 KATHY J.
 JIM HENDER
 BARBARA

The Hult
 representative
 committees and
 The purpose
 1. To offer
 2. To offer
 3. To increase
 4. To provide
 5. To provide
 6. To provide
 7. To provide
 8. To provide
 9. To provide
 10. To provide

**CONTACT LIST FOR THE NEIGHBORHOOD ASSOCIATIONS IN THE
CHARLOTTESVILLE FEDERATION OF NEIGHBORHOOD ASSOCIATIONS**

(P = President; R = Representative to the Federation)

PRESIDENT: Linda Bowen; 716 Palatine Avenue; 296-9497

BARRACKS-RUGBY-PRESTON NEIGHBORHOOD ASSOCIATION 22903

P/R David H. Nelson; 1504 Dairy Road; 293-5750

BELMONT NEIGHBORHOOD ASSOCIATION 22901

P Danny A. Bowen; 716 Palatine Avenue; 296-9497

R Lawrence Burruss; 813 Elliott Avenue; 293-3950

CHARLOTTESVILLE HIGH SCHOOL NEIGHBORHOOD ASSOCIATION 22901

P/R Robert P. Carter; 1618 Yorktown Drive; 296-2281 (Member of Exec. Comm.)

FIFEVILLE NEIGHBORHOOD ASSOCIATION 22903

P Celestine Harbert; 740 Nalle Street; 977-0274

R Stephen H. Taylor; 712-A Nalle Street; 295-0360

Bob Newman; 335 6th Street, S.W.; 293-5548 (Treasurer)

FRY'S SPRING NEIGHBORHOOD ASSOCIATION 22903

P Susan Hackett; 2637 Jefferson Circle; 293-9774

R Ilene Rialton; 2526 Jefferson Park Avenue; 977-1418 (Secretary)

GREENBRIER NEIGHBORHOOD ASSOCIATION 11901

P Ronald E. Fischer; 107 Wilson Court; 973-3763

R Buck Hennigan; 1652 Brandywine Drive; 296-3773

JEFFERSON PARK AVENUE NEIGHBORHOOD ASSOCIATION 22901

P Lawrence Whitlock; 3 Gildersleeve Wood; 295-4809

R Jane Biltonen; 114 Oakhurst Circle; 293-8626

JOHNSON VILLAGE NEIGHBORHOOD ASSOCIATION 22903

P Augusta Hankins; 720 Village Road; 971-3825

R Meredith Richards; 1621 Trailridge Road; 295-6234

Wesley Kilbrith, Jr.; 706 Shamrock Road; 295-6741 (Vice President)

LEWIS MOUNTAIN NEIGHBORHOOD ASSOCIATION 22903

P William Rodman; 117 Bollingwood Road; 977-8278

R Mary Susan Payne; 310 Kent Road; 971-5609

NORTH DOWNTOWN RESIDENT ASSOCIATION 22901

P Gib Akin; 501 Park Hill; 977-0266

R Stephen Campbell; 101 Robertson Lane; 971-7029

ROSE HILL NEIGHBORHOOD ASSOCIATION 22901

P/R Lilly Mae Brown; 902 Henry Avenue; 293-8283 (Member of Exec. Comm.)

STARR HILL NEIGHBORHOOD ASSOCIATION 22901

VP/R Phillip Crosson; 612 Brown Street (no phone)

VENABLE NEIGHBORHOOD ASSOCIATION 22903

P Calvin Wilbourn; 428 15th Street, N.W.; 295-3347

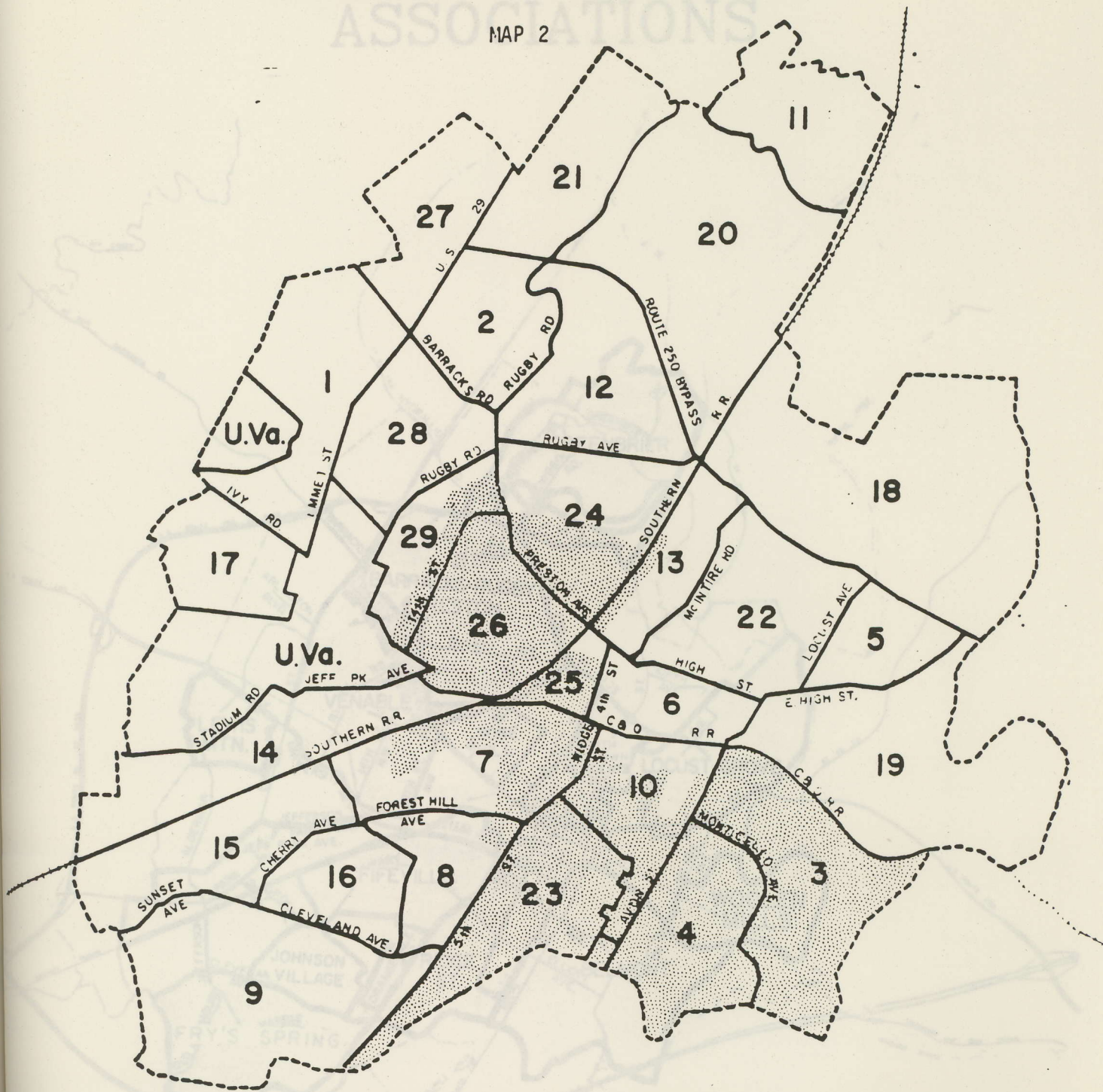
R Charlotte Sherman; 1858 Field Road; 295-2816 (Corresponding Secretary)

ORANGEDALE NEIGHBORHOOD ASSOCIATION 22901

P/R Randy Rains; 754 Orangedale Avenue; 295-8795

NEIGHBORHOODS

MAP 2

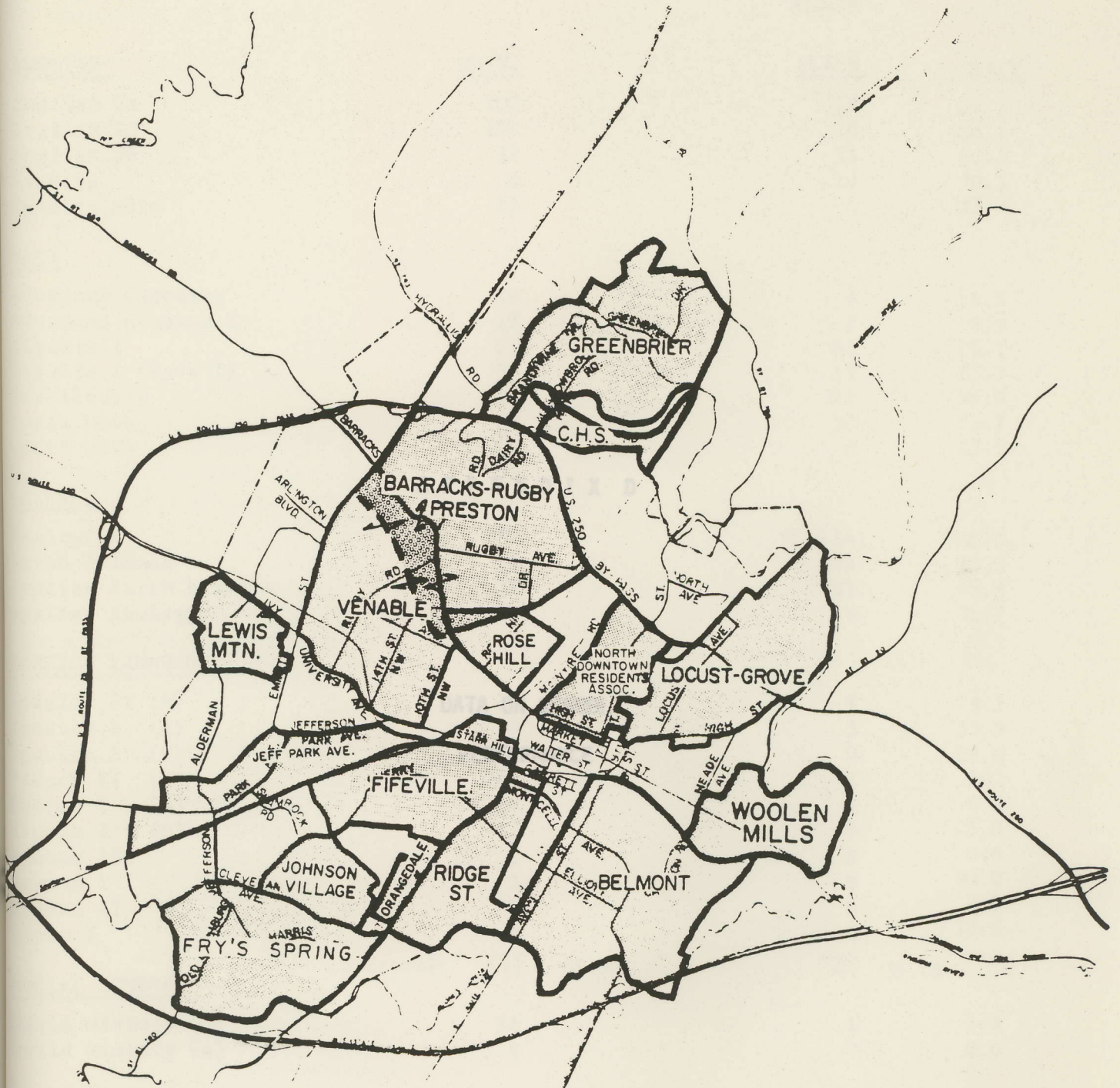


COMMUNITY DEVELOPMENT TARGET AREAS

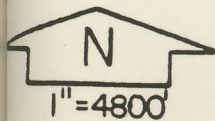
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|---------------------------|-----------------------------------|-----------------------|
| 1. Barracks Road | 11. Greenbrier | 21. Meadow Creek |
| 2. Barracks-Rugby | 12. Greenleaf Terrace | 22. North Downtown |
| 3. Belmont Northeast | 13. Harris Street | 23. Ridge Street |
| 4. Belmont South | 14. Jefferson Park Avenue | 24. Rosehill |
| 5. Burnley-Moran | 15. Jefferson Park Avenue South | 25. Starr Hill |
| 6. Downtown | 16. Johnson's Village | 26. Tenth and Page |
| 7. Fifeville | 17. Lewis Mountain-Alderman Roads | 27. The Meadows |
| 8. Forest Hills-Prospect | 18. Locust Grove | 28. University Circle |
| 9. Frys Springs | 19. Meade Avenue | 29. Venable |
| 10. Garrett-Sixth Streets | 20. Meadowbrook Heights | |



FEDERATION OF NEIGHBORHOOD ASSOCIATIONS

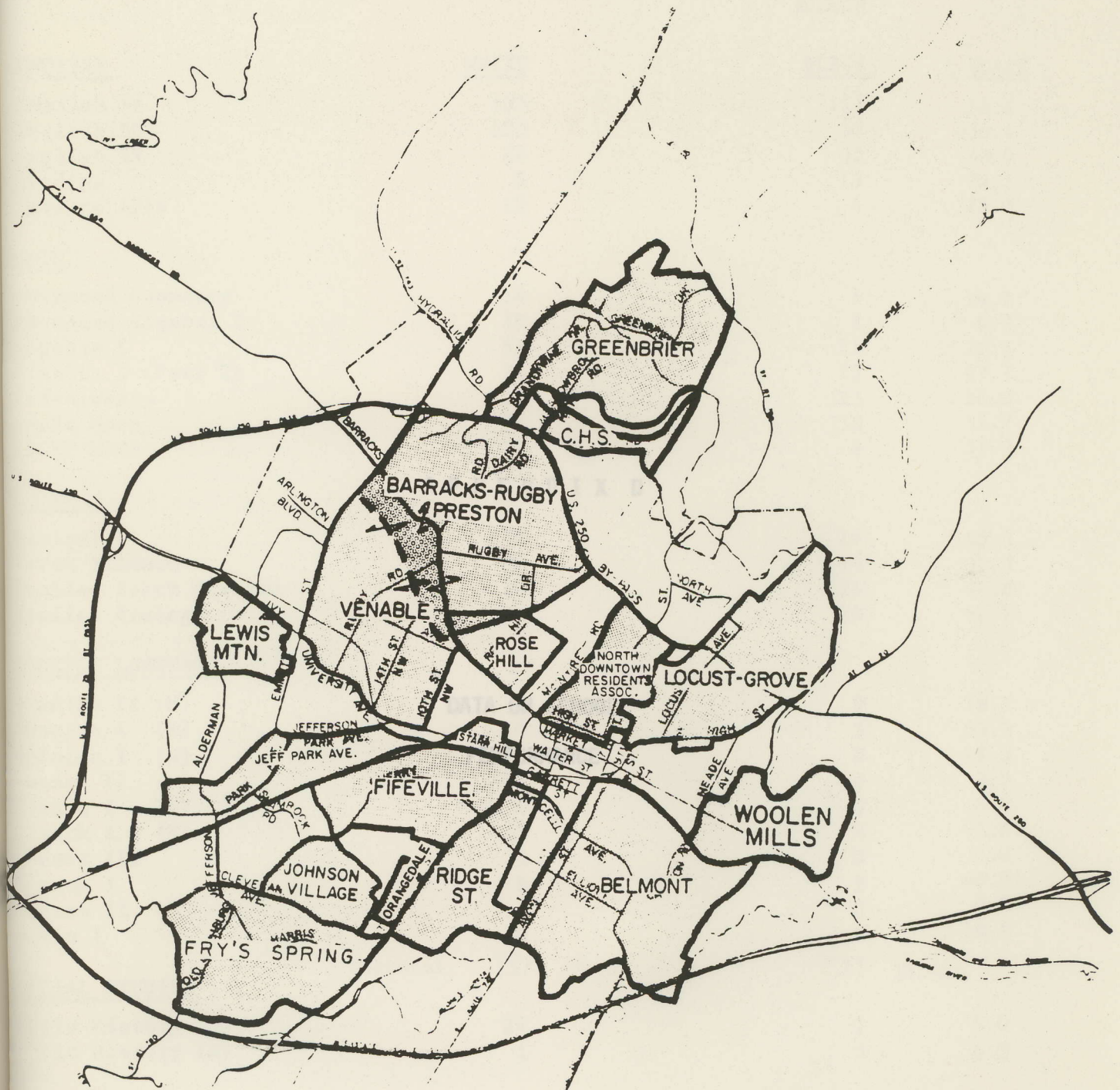


CHARLOTTEVILLE, VIRGINIA

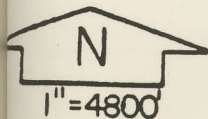


PREPARED BY
DEPARTMENT OF COMMUNITY DEVELOPMENT

FEDERATION OF NEIGHBORHOOD ASSOCIATIONS



CHARLOTTESVILLE, VIRGINIA



PREPARED BY
DEPARTMENT OF COMMUNITY DEVELOPMENT

1983-84 Middle School Registration
for
1984-85 CMS Classes

OVERALL
PERCENTAGE 31.8%
BLACK

<u>ENGLISH</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
English 9A	103	17	14.1
English 9C	101	38	36.4
English 9B	22	33	60.0
Reading	8	19	70.3
Theatre Arts	12	4	25.0
<u>MATH</u>			
Advanced Geometry	54	9	14.2
Advanced Algebra I	19	2	9.5
Algebra I	51	21	29.1
Algebra I (Part I)	39	15	27.7
Pre-Algebra	18	23	56.0
Basic Math	28	30	51.7
WECEP Math	16	8	33.3

APPENDIX D

<u>SCIENCE</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Biology I	79	14	13.0
Earth Science	92	44	32.3
Applied Earth Science	22	21	48.8
Applied Biology	18	29	61.7

<u>FOREIGN LANGUAGE</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Spanish II (H)	6	9	18.7
Spanish I (R)	6	3	33.3
Spanish I (N)	6	8	29.0
French II (H)	51	4	7.2
French I (R)	4	0	0.0
French I (N)	11	9	45.0
French III	1	0	0.0
German I	2	3	60.0
German II	1	0	0.0
Latin I	20	4	16.6

DATA ON SCHOOL
PERFORMANCE

Subtotal	157	61	38.6%
<u>SOCIAL STUDIES</u>			
World History (G)	24	1	4.0
World History (A)	1	0	0.0
<u>MUSIC</u>			
Band	30	4	11.7
Orchestra	10	0	0.0
Chorus	9	4	30.7

1983-84 Middle School Registration
for
1984-85 CHS Classes

OVERALL
PERCENTAGE 31.8%
BLACK

OVERALL
PERCENTAGE 31.8%
BLACK 40.0

<u>ENGLISH</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
English 9A	103	17	14.1
English 9G	101	58	36.4
English 9B	22	33	60.0
Reading	8	19	70.3
Theatre Arts	12	4	25.0
<u>MATH</u>			
Advanced Geometry	54	9	14.2
Advanced Algebra I	19	2	9.5
Algebra I	51	21	29.1
Algebra I (Part I)	39	15	27.7
Pre-Algebra	18	23	56.0
Basic Math	28	30	51.7
WECEP Math	16	8	33.3
<u>SCIENCE</u>			
Biology I	79	14	15.0
Earth Science	92	44	32.3
Applied Earth Science	22	21	48.8
Applied Biology	18	29	61.7
<u>FOREIGN LANGUAGE</u>			
Spanish II (M)	39	9	18.7
Spanish I (R)	6	3	33.3
Spanish I (N)	22	9	29.0
French II (M)	51	4	7.2
French I (R)	4	0	0.0
French I (N)	11	9	45.0
French III	1	0	0.0
German I	2	3	60.0
German II	1	0	0.0
Latin I	20	4	16.6
	Subtotal	157	68.8%
		41	38.6%
<u>SOCIAL STUDIES</u>			
World History (G)	24	1	4.0
World History (A)	1	0	0.0
<u>MUSIC</u>			
Band	30	4	11.7
Orchestra	10	0	0.0
Chorus	9	4	30.7

OVERALL
PERCENTAGE 31.8 %
BLACK

TASK FORCE WORKING PAPERS

<u>BUSINESS</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Typing	77	45	36.8
Introduction to Business	9	6	40.0

Charlottesville Public Schools
Charlottesville, Virginia

<u>ART</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Art	15	11	42.3

VIRGINIA GRADUATION COMPETENCY TEST RESULTS
FOR CHARLOTTESVILLE CITY SCHOOLS

<u>HOME ECONOMICS</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Home Economics	13	18	58.0
Clothing	1	2	66.0
Foods	10	13	56.5

1978-1984

<u>INDUSTRIAL ARTS</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Woods Technology I	14	4	22.2
Metals Technology I	6	1	14.2
Basic Technical Drawing	6	0	0.0

<u>PHYSICAL EDUCATION</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Individual Physical Education	4	2	33.3
Physical Education	224	104	31.7

<u>MISCELLANEOUS</u>	<u>WHITE</u>	<u>BLACK</u>	<u>% BLACK</u>
Fundamentals of Marketing	0	2	100.0
Driver Education	3	5	62.5
Education for Employment	20	7	25.9
WECEP	16	16	36.0

1982 (Spring, 10th Grade) 83.1 99.1 94.1 76.0 96.2 91.3

1983 (Spring, 10th Grade) 85.7 99.0 94.9 81.5 99.0 92.5

1984 (Spring, 10th Grade) 91.4 97.5 95.1 84.2 99.5 94.4

TASK FORCE WORKING PAPERS

Charlottesville Public Schools
Charlottesville, Virginia

VIRGINIA GRADUATION COMPETENCY TEST RESULTS
FOR CHARLOTTESVILLE CITY SCHOOLS

1978-1984

Date of Testing	Per Cent Passing Reading			Per Cent Passing Math		
	<u>B</u>	<u>W</u>	<u>Total</u>	<u>B</u>	<u>W</u>	<u>Total</u>
1. 1978 (Fall, (10th Grade)	64.1	91.4	83.4	47.4	88.2	78.2
2. 1979 (Spring, 9th Grade)	67.5	93.8	85.6	57.6	92.9	82.1
3. 1981 (Spring, 10th Grade)	80.8	98.3	93.3	83.5	98.7	94.2
4. 1982 (Spring, 10th Grade)	83.1	99.1	94.1	76.0	96.2	91.3
5. 1983 (Spring, 10th Grade)	85.7	99.0	94.9	81.5	99.0	92.5
6. 1984 (Spring, 10th Grade)	91.4	97.5	95.1	84.2	99.5	94.4

RACE RELATIONS AND EDUCATION TASK FORCE

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- Charlottesville Public Schools "Projection, Problems & Potentials of the Charlottesville Public Schools." Charlottesville Public School Department of Finance/Data Processing.
- Chavis, Kanawha Z. "A Perspective on Delivering Educational Services to Special Populations -- Black & Other Minorities." Paper presented at the Rural Education Seminar, College Park Maryland, May, 1979.
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RACE RELATIONS AND EDUCATION TASK FORCE

BIBLIOGRAPHY

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- Boykin, A. Wade "Psychological/Behavioral Verve in Academic/Task Performance." Journal of Negro Education. Vol. 47, No. 4, Fall, 1978.
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