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ABSTRACT

This study examined the results of a mandated in-service training program, HR-18, designed to provide information and experience for school employees to help them improve their abilities to interact with and understand minority individuals. Data were obtained from two employee groups. The participant group consisted of school employees enrolled in HR-18 over a four year period and a control group consisted of those who had not enrolled. Data gathered through a mail survey were analyzed to: (1) determine how enrollees and non-enrollees differ on the measures of black history, racial attitudes, student comparisons, and general behavior; (2) determine how they differ with regard to specific classroom behaviors; (3) elicit enrollees' reactions to the course and their motives for enrolling. The study found statistically significant differences between school employees who had participated in the course in only one area, knowledge of black history and culture. Those who did and did not enroll did not differ from each other on the measures of racial attitudes. The majority of black employees felt that the course should be mandatory, while the majority of white employees felt the course should be voluntary. In general, black enrollees gave the highest evaluative ratings to the substantive and methodological aspects of HR-18. (Author/PLV)

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Evaluation Study of Mandatory Human Relations Training (HR-18)

Summary of Post Hoc Survey Results

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland
Department of Educational Accountability

EVALUATION STUDY OF MANDATORY HUMAN RELATIONS TRAINING (HR-18):

SUMMARY OF POST HOC SURVEY RESULTS

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February, 1980

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MAR 21 1980

EXECUTIVE SUMMARY

This study examined the results of a mandated in-service training program, HR-18, designed to provide information and experiences for school employees to help them improve their abilities to interact with and understand minority individuals. Data were obtained from two employee groups. The participant group consisted of school employees who enrolled in HR-18 over a four-year period during which HR-18 was a mandatory experience for Montgomery County Public Schools (MCPS) employees. The comparison group consisted of school employees who did not enroll in HR-18 during that time. Respondent samples for this study were drawn randomly after stratification of the participant and nonparticipant populations on the dimensions of race and position classification. Data gathered through a mail survey were analyzed to:

1. Determine how enrollees and nonenrollees differ on the measures of black history, racial attitudes, student comparisons, and general behaviors.
2. Determine how teacher enrollees and nonenrollees differ with regard to specific classroom behaviors that might promote a more positive learning environment for black students.
3. Elicit enrollees' reactions to the HR-18 course via self-reports and course evaluation questions.
4. Elicit employees' motives for enrolling or not enrolling in HR-18.
5. Compare enrollees' and nonenrollees' opinions about the mandatory nature of the HR-18 course.
6. Characterize the type of school employee who enrolled in HR-18 when enrollment was mandatory. To do this, former course enrollees and nonenrollees are compared on such demographic characteristics as race, sex, age, position classification, and employment location.

The findings for Phase I of the Evaluation of HR-18 (mandatory) are subject to two constraints:

- o No data are available on the knowledge or behaviors of participants prior to HR-18 enrollment. Without this data, for both enrollees and nonenrollees, it is not possible to disentangle prior differences from the effects of the HR-18 course. As a result, it is not possible to attribute an unequivocal cause-effect relationship between the course and any enrollee/nonenrollee differences which are found. In the present study, therefore, one can examine how participants and nonparticipants currently differ; but the degree to which participation in HR-18 directly caused such differences can only be inferred.

- o A retrospective analysis of the differences which exist between course participants and nonparticipants, when the course has been completed from 2 to 42 months prior to data collection, is a particularly severe test for any course. One can only question whether the results reported below would be more or less favorable than those obtained from using the same methodology to assess other in-service training courses, or courses offered to college and public school students.

Additional information will be available later in this school year when pre and posttest data are available on the enrollees who took the course in the fall, 1979 term. These data will add to our understanding of the degree to which differences between enrollees and nonenrollees can be attributed to the course; and they will also permit us to obtain shorttime gain information more comparable to that usually used to assess in-service training courses.

Overall Conclusions:

Overall, the study found statistically significant differences between school employees who have participated in HR-18 in one area only: knowledge of black history and culture. Differences in other areas such as racial attitudes, general behavior or characterizations of black students were noted only for certain subgroups of employees. Nonetheless, substantial proportions of all respondent groups who took HR-18 indicated through self-reports that they felt they received benefits from the course in terms of getting along with others, especially in getting along better with black students and that they used what was learned in the course.

The study, although limited in scope, demonstrates that participation in HR-18 provides benefits for some school employees, especially in the area of knowledge of black culture and history. Further, some employee groups appear to receive additional benefits from the course, in areas which go beyond the cognitive to the attitudinal and behavioral dimensions.

However, while all other groups studied demonstrated enrollee/nonenrollee differences in at least some areas, white teachers who took the course did not differ significantly from white teachers who did not take the course in any of the areas measured in the study. Thus, while it can be inferred that the course does have its intended impacts for certain groups, there is no objective evidence of course impacts, on the average, on white teachers who took the course under mandatory conditions. This outcome must be balanced against the finding that many white teachers, nonetheless, report subjective feelings of having benefited from the course.

Specific Findings:*

- o Overall, those who did and those who did not enroll in HR-18 do not differ from each other on the measures of racial attitudes. However,

*All differences reported here, within the body of this report and in the appendices, are statistically significant at the conventionally-accepted level of $\alpha = .05$. See Page 5 for a discussion.

when position classification is taken into account support staff who did and those who did not enroll in HR-18 do differ from each other on the measure of racial attitudes.

- o No overall enrollee/nonenrollee difference was found in the analysis of respondents' comparisons of school-related characteristics of black and white students. However, A&S employees who enrolled tend to see greater similarity between black and white students than do A&S employees who did not enroll.
- o There is no detectable difference between enrollees and nonenrollees in general, nor among teachers in particular, in terms of the frequency with which they report performing specific behaviors related to the objectives of HR-18. However, black teachers are more likely to perform certain specified classroom behaviors than are white or other race (American Indians, Asian Americans, and Hispanics) teachers, regardless of enrollment in HR-18.
- o A majority of black and other race employees who took HR-18 (67 and 62 percent, respectively) feel they gained insight and understanding into the reactions of black students and parents to racially-tinged situations as a result of the course. Forty-six percent of the white respondents also report benefits of this type. Those least likely to report this result are white teachers (42 percent).
- o A vast majority of black respondents (between 70 and 100 percent) report using what was learned in HR-18 to get along better with certain other groups such as black students, other minority students, white students, co-workers and people outside of MCPS. This is true for only slightly fewer other race staff. White teachers and support staff are least likely to report such utilization of HR-18. However, 50 percent of white teachers report some use of HR-18 content in getting along better with black students. The extent to which these benefits generalize beyond relations with black students is more limited among white teachers than among other employee groups.
- o When asked whether HR-18 should be mandatory or voluntary for each of several employee groups, the majority of black respondents felt that HR-18 should be mandatory, for all MCPS employee groups. The majority of white respondents feel that HR-18 should be voluntary for all employee groups. Other race respondents feel, in the main, that teachers, A&S employees, guidance counselors and bus drivers should be required to experience HR-18. White teachers are the least likely of all groups to recommend mandatory participation in HR-18 for any employee group.
- o In general, black enrollees, among the three racial groups, gave the highest evaluative ratings to the substantive and methodological aspects of HR-18. The lowest ratings on these dimensions came from white employees in general, and from white teachers in particular.

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STUDY OVERVIEW

BACKGROUND

On January 18, 1979, the Montgomery County Board of Education approved Resolution 60-79 calling for an external evaluation of HR-18, the Black Experience and Culture in-service training course. In May of 1979, Human Sciences Research, Inc. was awarded the contract to conduct an evaluation of HR-18, in a collaborative and interactive relationship with the Montgomery County Public Schools Department of Educational Accountability (DEA). This report presents findings from the survey study of HR-18.

WHAT IS HUMAN RELATIONS TRAINING (HR-18)?

In 1974, Montgomery County Public Schools (MCPS) established a Minority Relations Monitoring Committee to ascertain the degree to which all racial groups working in or served by MCPS were provided with the same advantages and benefits of the system. As part of this committee's recommendations, 25 policy statements, referred to as the Black Relations Action Steps, were proposed. Step 24 of the Black Relations Action Steps charged the MCPS Departments of Human Relations and Staff Development with the responsibility to develop courses in Black Experience and Culture. The Board of Education required that all MCPS staff take such a course.

The human relations course on Black Experience and Culture (HR-18) is a 45-hour in-service course designed by Russell Adams, a professor of Afro-American History at Howard University. HR-18 was designed to provide information and experiences for teachers to help them interact with and understand minority individuals. The course is designed to introduce participants to historical and sociological information useful in understanding the black experience and to acquaint participants with an awareness of the psychological dynamics relating to intergroup relations in and outside of classrooms. Five sessions each are spent on the sociology, history, and psychology of the black culture.

Although many of the objectives and goals of the course are cognitive in nature, that is, based on teaching factual knowledge about the black experience and culture, course goals also include bringing about increased insight into majority-minority relations, especially black-white relations, and other affective or attitudinal changes.

OBJECTIVES OF THIS EVALUATION

The evaluation of HR-18 will take place in two phases. Phase I, the results of which are reported here, consisted of a survey of a sample of MCPS employees who had enrolled in and completed HR-18 during the time when HR-18 was a mandated experience for all employees, that is, between its inception in 1976 and January 1979 when that mandate was rescinded by the Board of Education. This phase also surveyed a sample of MCPS employees who had never enrolled in HR-18 as of January 1979.

Phase II of the evaluation, now in progress, will look at HR-18 in its voluntary form, i.e., in the absence of a Board of Education requirement.

The objectives of this evaluation are to:

1. Determine how enrollees and nonenrollees differ on the measures of black history, racial attitudes, black characterizations, and general behaviors.¹
2. Determine how teacher enrollees and nonenrollees differ with regard to specific classroom behaviors that might promote a more positive learning environment for black students.
3. Elicit enrollees' reactions to the HR-18 course via self-reports and course evaluation questions.
4. Elicit employees' stated motives for enrolling or not enrolling in HR-18.
5. Compare enrollees' and nonenrollees' opinions about the mandatory nature of the HR-18 course.
6. Characterize the type of school employee who enrolled in HR-18 when enrollment was mandatory. To do this, former course enrollees and nonenrollees are compared on such demographic characteristics as race, sex, age, position classification, and employment location.

While all of these objectives are important, the first and second are clearly of the highest priority. These ask the critical education and policy question, Do enrollees and nonenrollees differ along the key measures that explicitly attempt to measure what was taught in the HR-18 course?

ANALYTIC APPROACH

The major thrust of this evaluation is to ascertain whether differences exist in the knowledge, perceptions, attitudes, and behaviors as a function of enrollee/nonenrollee status. However, in addition to this variable, there clearly are other factors which might be expected to influence these outcome areas and the manner in which the course was perceived. Critical among these are race and position classification. Diagram 1 (see page 5) illustrates an analytic model incorporating these factors. The rationale for including each of these factors in the study design and analysis is discussed below.

¹black history scale assesses knowledge of black history and culture. Racial attitude scale assesses each respondent's racial attitudes. black characterization scale assesses the degree to which employees feel that black and white students differ along a variety of characteristics related to a school environment. General behavior scale assesses what the school employee is doing on the job to improve race relations. Appendix B presents a complete explanation of each measure.

PARTICIPATION IN HR-18

Of central interest is assessing whether participation in HR-18 affected staff knowledge and behaviors. The present study, however, is limited by the fact that no data are available on the knowledge or behaviors of participants prior to HR-18 enrollment. Without these data, for both enrollees and nonenrollees, it is not possible to disentangle prior differences from the effects of the HR-18 course. As a result, it is not possible to attribute an unequivocal cause-effect relationship between the course and any enrollee/nonenrollee differences which are found. In the present model, therefore, one can examine how participants and nonparticipants currently differ; but the degree to which participation in HR-18 directly caused such differences can only be inferred.

Additional, information will be available later in this school year when pre and posttest data are available on the enrollees who took the course in the fall, 1979 term. These data will add to our understanding of the degree to which differences between enrollees and nonenrollees can be attributed to the course.

POSITION CLASSIFICATION

Because individuals holding different positions within the MCPS organization have different amounts and types of contact with students and parents, it was deemed important to examine the relationship of position classification to course impacts. Analyses of this type are based on three employee groups: administrators, teachers, and all other employees, here grouped together as "support staff."

RACE

This variable is important to explore because it could be hypothesized that black employees, because of their racial backgrounds, will outscore white employees and other race employees on the key dependent measures. It is impossible to control or adjust for prior knowledge; therefore, we expect distinct differences to exist between the races. Three racial groups will be compared; however, because of the fact that not enough "other race" employees may exist for valid comparisons, there will be times when this group is ignored. The three racial groups are (1) white employees, (2) black employees, and (3) other race employees (American Indians, Asian Americans, and Hispanics).

METHODOLOGY

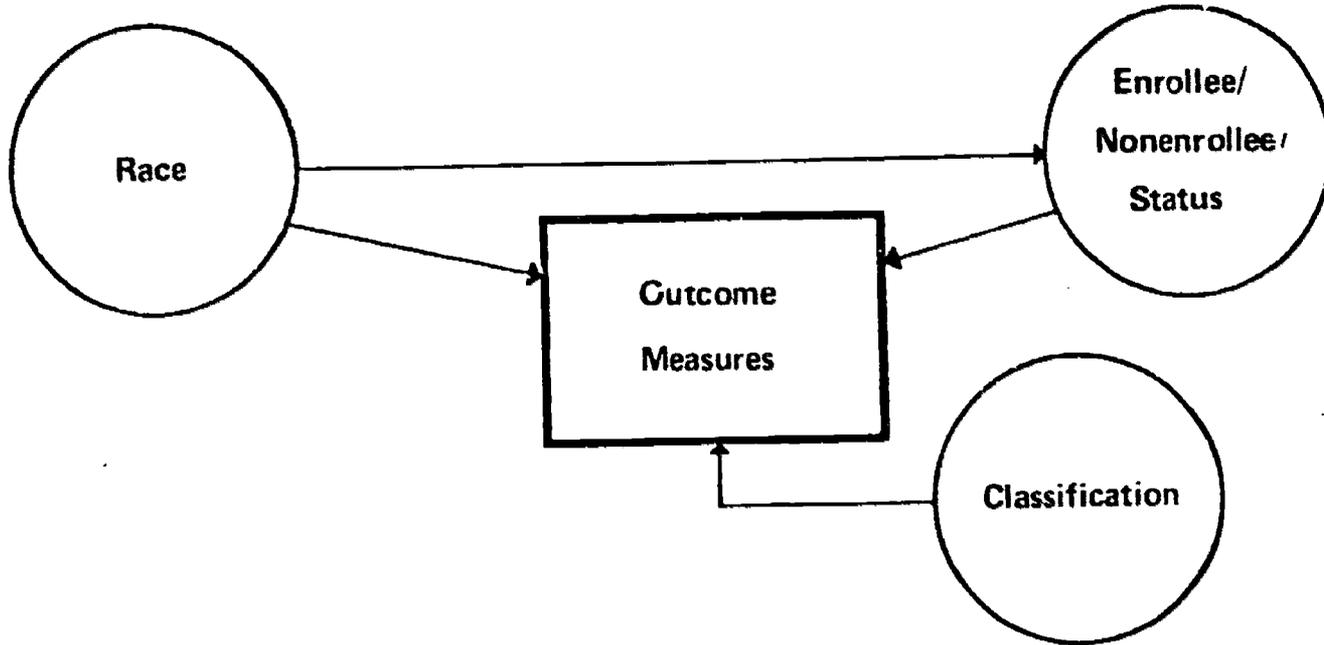
SAMPLE

The respondents for Phase I of the Evaluation of HR-18 (mandatory) consisted of two groups of MCPS full-time employees. Group 1, the participant group, consisted of MCPS staff members who enrolled in HR-18 during the period when it was mandatory; i.e., between its inception in 1975 and the Board of Education's decision to rescind the mandatory aspect of the course in January, 1979.² Group 2, the comparison group, consisted of MCPS staff who

²Since this group of respondents is composed of enrollees who took HR-18 over a four-year period it should be expected that "forgetting" would affect scores on the cognitive measure, Black History and Culture Test. A discussion of "forgetting" and its affect on history scores is, therefore, presented in Appendix E.

Diagram 1.

Analytic Model for HR-18 Survey Study



Enrollee/nonenrollee status may be influenced by:

race and/or

classification.

Outcome measures may be influenced by:

enrollee/nonenrollee status

race and/or

classification.

did not enroll in HR-18 during the time that HR-18 was mandatory. The total survey sample was randomly selected from these two groups, stratified by race, and position classification. The analyses were performed on responses received from 323 members of Group 1 (enrollees) and 553 members of Group 2 (nonenrollees).

INSTRUMENTATION AND DATA COLLECTION

Data for this study were obtained through two sources: the MCPS personnel data file and a specially designed questionnaire. The questionnaire, which was based on the objectives of HR-18 consisted of 129 separate items. Topic areas covered included knowledge of black history and culture, on-the-job behaviors having to do with black students, motives for enrolling or not enrolling in the course, good and bad experiences with the course, recommendations for improving the course, and any personal characteristics which might enhance our understanding of differential self-selection for attendance or differential results on the course-relevant measures.

The complete questionnaire, with a discussion of the questionnaire administration, is in Appendix A. Also, a content analysis of the survey instrument is found in Appendix B.

DATA ANALYSIS

The statistical analysis of the obtained data was guided by the six evaluation objectives described earlier. Analysis of variance (ANOVA) was used to detect between group differences where group mean scores were used as an impact measure. Where frequency of occurrence of certain events or behaviors constituted the data base, the chi square statistic was used. (For example, analysis of classroom practices by teachers used the chi square statistic.) A measure of participation, called the "participation rate" was derived to determine the extent to which various groups enrolled in HR-18 in proportion to their representation within MCP (see page 13). In the remaining analyses, simple descriptions, including frequencies and percentages, are reported.

STATISTICAL SIGNIFICANCE

Statistical significance throughout this report refers to the probability (likelihood or odds) that the results obtained (scores, measures, proportions, etc.) from a sample of observations of known size will occur strictly by chance rather than because there is a systematic effect working to produce the difference. The lower that probability is, the more confidence one has in attributing the observed result to systematic factors rather than chance.

Researchers in education have traditionally accepted the five percent level of significance as an acceptable safeguard against accepting results which are due to chance rather than to systematic factors. In other words, when the five percent level of significance is used the researcher is willing to be wrong in attributing results to systematic factors when they are in fact only the result of chance factors, one time out of 20. Any result which is statistically significant at the five percent level (referred to as $p < .05$) is therefore, significant in this report. At times lower probability levels (such as, $p < .01$, $p < .02$, $p < .001$,) will be reported.

FINDINGS

Differences on Measures of Black History, Racial Attitudes, Black Characterizations, and General Behavior

Objective 1 (page 1) asked how enrollees and nonenrollees differ on the measures of black history, racial attitudes, black characterizations, and general behavior.

In the present attempts to draw inferences about the effects of HR-18 on its participants, consideration is restricted to examination of differences which exist now (i.e., at the time of the survey) between those who enrolled in HR-18 and those who might have, but did not enroll. The logical inference to be drawn is that, if former enrollees of HR-18 show evidence of knowledge, behaviors, attitudes and/or perceptions that are more in line with the objectives of HR-18 than are those of nonenrollees, the course did have some favorable effect on enrollees. If no such differences are found, the inference is that the course did not have the desired impact. This specific inference becomes extremely plausible in light of enrollee/nonenrollee differences which exists when the affects of forgetting are considered (see discussion of forgetting in Appendix E). Again, the reader is encouraged to carefully consider this factor as the findings are examined.

The results of enrollee/nonenrollee comparisons are described below. The comparisons in the charts on the next four pages present only the means for enrollees and nonenrollees by race and position classification separately.

For complete details on the analysis of black history scores, racial attitude scores, black characterization scores, and general behavior scores, see Tables 1 through 4 in Appendix D of this report.

KNOWLEDGE OF BLACK HISTORY AND CULTURE

Purpose of Scale: To assess general knowledge of black history and culture.

Instrumentation: 20-item objective test of knowledge included as part of the survey questionnaire mailed to all respondents. (See Appendix B for exact items included.)

Interpretation: The higher the score, the greater the respondent's knowledge of factual information taught about black history and culture in HR-18.

Data:

Mean Black History and Culture Scores			
Maximum Possible Score: 20			
	Enrollee	Nonenrollee	Total
<u>Race</u>	X (n)	X (n)	X (n)
White	12.26 (188)	11.27 (353)	11.62 (541)
Black	13.93 (59)	12.60 (55)	13.29 (114)
Other	12.79 (14)	9.37 (38)	10.29 (52)
<u>Position</u>			
Administrators	14.17 (63)	13.28 (67)	13.72 (130)
Teachers	12.36 (164)	11.42 (284)	11.77 (448)
Support Staff	11.32 (34)	9.42 (95)	9.92 (129)
Total	12.66 (261)	11.28 (446)	11.78 (707)

Findings:

Overall comparison between enrollees and nonenrollees

The mean history score for nonenrollees was 11.28 compared to 12.66 for enrollees. The difference between scores is statistically significant.

Significant interactions³

For other race staff there were greater differences between those who enrolled in the course and those who had not than for white or black staff. Other race staff enrollees outscored nonenrollees by almost three and one-half points. For blacks, the enrollee/nonenrollee difference is approximately one and one-third points out of a possible 20 points. White enrollees outscored white nonenrollees by one point.

Other significant outcomes

Position classification was also related to scores on the history test. Regardless of participation in HR-18, administrators scored significantly higher on the black history test than did teachers or support staff. Administrators outscored teachers by approximately 2 points and support staff by nearly 4 points.

³See Appendix F for explanation of interactions.

RACIAL ATTITUDES

Purpose of Scale: To elicit responses to a set of general racial attitudinal and perceptual questions.

Instrumentation: 12-item attitude scale included as part of the survey questionnaire mailed to all respondents. (See Questions #1 through #13, Part III of the survey instrument.)

Interpretation: The higher the score on this scale the more positive the respondent's attitudes concerning Black Americans.

Data:

Mean Racial Attitude Scores			
Maximum Possible Score: 60			
	Enrollee	Nonenrollee	Total
Race	X (n)	X (n)	X (n)
White	45.72 (193)	45.05 (365)	45.28 (558)
Black	50.58 (59)	50.19 (57)	50.39 (116)
Other	43.87 (15)	43.56 (39)	43.65 (54)
<u>Position</u>			
Administrators	48.41 (63)	48.21 (68)	48.31 (131)
Teachers	46.36 (169)	46.13 (295)	46.21 (464)
Support Staff	45.17 (35)	42.03 (98)	42.86 (133)
Total	46.68 (267)	45.56 (461)	45.98 (728)

Findings:

Overall comparison between enrollees and nonenrollees

The mean attitude score for enrollees was 46.68, compared to 45.56 for non-enrollees. The difference is not statistically significant.

Significant interactions

Support staff who participated in HR-18 scored more than three points higher than support staff who did not participate in HR-18. No significant differences were found for administrators or teachers as a function of participation status.

Other significant outcomes

Racial group membership was a more important determiner of scores on the attitude scale than enrollee/nonenrollee status. Black staff scored higher on this scale than did white or other race staff. Black staff outscored whites by nearly five points and other race staff by nearly seven points.

CHARACTERIZING BLACK STUDENTS

Purpose of Scale: To assess the degree to which school employees feel that black and white students differ along a variety of characteristics relating to the school situation.

Instrumentation: 10-item scale included as part of the survey questionnaire mailed to all respondents. (See Question #14 through #23, Part III of the survey instrument.)

Interpretation: A high score indicates that the respondent reports few differences between black and white students on a list of student characteristics.

Data:

Mean Characterization Scores			
Maximum Possible Score: 10			
	Enrollee	Nonenrollee	Total
<u>Race</u>	X (n)	X (n)	X (n)
White	7.29 (177)	7.51 (372)	7.44 (549)
Black	7.26 (61)	7.23 (57)	7.25 (118)
Other	7.93 (15)	7.67 (40)	7.75 (55)
<u>Position</u>			
Administrators	7.61 (59)	6.71 (69)	7.13 (128)
Teachers	7.22 (162)	7.58 (297)	7.45 (459)
Support Staff	7.34 (32)	7.75 (103)	7.65 (135)
Total	7.32 (253)	7.49 (469)	7.43 (722)

Findings:

Overall comparison between enrollees and nonenrollees

The mean characterization score for enrollees was 7.32, compared to 7.49 for nonenrollees. The difference is not statistically significant.

Significant interactions

Administrators who enrolled in HR-18 had significantly higher scores than administrators who did not enroll in HR-18; this difference is nearly one point higher. No significant differences were found for teachers or support staff.

Other significant outcomes

No other significant outcomes were found.

GENERAL BEHAVIOR

Purpose of Scale: To assess what the school employee is doing on the job to promote better race relations.

Instrumentation: 12-item checklist of behaviors included as part of the survey questionnaire mailed to all respondents. (See Questions #1 through #12, Part II of the survey instrument.)

Interpretation: The higher the score on the behavior scale the more behaviors the employee reports performing to promote better race relations.

Data

Mean Behavior Scores			
Maximum Possible Score: 12			
	Enrollee	Nonenrollee	Total
Race	X (n)	X (n)	X (n)
White	6.27 (195)	6.23 (370)	6.24 (565)
Black	8.43 (61)	8.00 (63)	8.21 (124)
Other	7.00 (16)	5.98 (41)	6.26 (57)
Position			
Administrators	7.13 (63)	6.82 (71)	6.96 (134)
Teachers	6.97 (173)	6.89 (294)	6.92 (467)
Support Staff	5.36 (36)	4.98 (109)	5.08 (145)
Total	6.79 (272)	6.44 (474)	6.57 (746)

Findings:

Overall comparison between enrollees and nonenrollees

The mean behavior score for enrollees was 6.79, compared to 6.44 for non-enrollees. The difference is not statistically significant.

Significant interactions

No significant interactions were found.

Other significant outcomes

Racial group membership was an important determiner of scores on this scale. Black employees scored nearly two points higher than either white or other race staff. The difference is statistically significant. Position classification was also an important determiner of scores on this scale. Both administrators and teachers scored nearly two points higher than support staff. These differences are statistically significant.

Classroom Practices

Objective 2 (page 2) asked whether teachers who enrolled in HR-18 report different on-the-job behaviors (specific classroom practices) than teachers who did not enroll in HR-18 (see Questions 28, 29, and 30, Part II of the survey instrument). Results from the survey show that:

Overall enrollees and nonenrollees (teachers only) do not differ with regard to employing classroom practices specially structured to create a positive learning environment for black students.

Race of the teacher does seem to play a role. Overall comparisons of classroom practices by race of teacher reveals that more black teachers than other race teachers include information about blacks in the regular curriculum. For example, nearly 87 percent of the black teachers surveyed indicated that they included information about blacks in the regular curriculum in contrast to 67 percent of the other race teachers and 74 percent of the white teachers. Nearly 79 percent of the black teachers create special displays for teaching purposes having to do with black history or culture, while 50 percent of the white teachers and 48 percent of the other race teachers do likewise. (For a complete examination of the analysis of teachers' responses to questions concerning classroom practices, see Tables 5 through 7 in Appendix D of this report.)

Enrollee Reaction to the HR-18 Course: Self-Reports and Course Evaluation

Objective 3 (page 2) addressed the evaluation of HR-18 and its impact by course participants. A number of dimensions were examined.

UNDERSTANDING OF BLACKS

Data from the survey reveal that most enrollees feel that HR-18 improved their understanding of how black students and parents will react to situations having racial overtones (see Question 40, Part IV of the survey instrument). This outcome is especially apparent for support staff. Nearly 70 percent of the support staff responding to the survey indicated feeling that their understanding of blacks' reaction improved. The two groups who least often report such improvement are white and other race teachers. Forty-two percent of the white teachers and 43 percent of the other race teachers indicated feeling that they had improved on this dimension (see Table 8 in Appendix D of this report for details).

USING WHAT WAS LEARNED IN HR-18

Overall, the data from the survey reveal that the course is rated as differentially useful for enrollees of different races and position classifications (see Questions 34 through 38, Part IV of the survey instrument). The majority, nearly 80 percent, of black enrollees report using what was learned in HR-18; fewer white enrollees report using what was learned in HR-18. For example, 50 percent of the white teachers who had enrolled in HR-18 indicated that they used things learned in HR-18 to get along better with black students, compared with 73 percent of black teachers. And only 39 percent of the white teachers indicated that they used what was learned in HR-18 to get along better with other minority students. More A&S staff reported using what was learned in HR-18 than did either teachers or support staff. Seventy-seven percent of the A&S staff responding indicated that they used what was learned to get along with black students while 58 percent of teachers responding indicated the same (see Table 9 in Appendix D of this report for details).

These results indicate that large numbers of enrollees feel they have benefited from HR-18 in terms of relationships with a variety of other groups. It is obvious, however, that white teachers, one of the prime target groups of the course, are much less likely than any other group to report benefits of this type. Even so, between one-third and one-half of the members of this group (compared with 60 to 100 percent of the members of most other comparable groups) report using HR-18 to advantage in cross-cultural relations.

COURSE EVALUATION BY FORMER ENROLLEES

Reaction to the HR-18 course by former enrollees differed significantly when examined by race of enrollee (see Questions 1 through 22, Part IV of the survey instrument). Black enrollees rated teaching methods, course content, and teacher effectiveness significantly higher than did either white or other race enrollees.

Reaction to the NR-18 course by former enrollees differed significantly when examined by position classification of enrollee. Teachers tended to be more critical of the course; and their reaction to the course content, teaching methods, and teacher effectiveness differed significantly from both A&S and support staff reaction to these aspects of the course.

For a complete examination of the analysis of enrollees' reactions to the NR-18 course, see Table 10 in Appendix D of this report.

Motives for Enrolling in HR-18

Objective 4 (page 2) asked why school employees enroll in HR-18 (see Questions 23 through 32 and 42 through 50, Part IV of the survey instrument). Results from the survey show that employees enrolled in HR-18 for different reasons or motives. For example, most black teachers who enrolled in HR-18 said they did so for reasons directly related to course content. More than 70 percent of the black teachers who enrolled in HR-18 indicated that they did so because they wanted to upgrade skills in human relations and in relating to black students. In contrast, 60 percent of the white teachers who enrolled in HR-18 indicated that they did so for a pragmatic reason, such as wanting to earn three-credit hours or to qualify for a salary increase, having little or nothing to do with course content.

An examination of why school employees did not enroll in HR-18 reveals that nonenrollees did so primarily for three reasons. First, nonenrollees indicated that the Board of Education did not have the authority to require the course. Second, nonenrollees objected to HR-18 covering only black issues. And third, nonenrollees indicated that they simply could not find a convenient time to take the course. It should be noted that most teachers indicated the first two reasons more often than the third reason.

For a complete examination of the analysis of enrollees and nonenrollees motives for enrolling or not enrolling in HR-18, see Tables 11 and 12 in Appendix D of this r

Mandatory vs. Voluntary Participation

Objective 5 (page 2) addressed whether HR-18 should be a mandated experience for all MCPS employees (see Questions 13 through 21, Part I of the survey instrument). Analysis of enrollees' and nonenrollees' opinions about the mandatory nature of HR-18 revealed the following:

Overall, regardless of position classification and enrollee/nonenrollee status, the majority of black school employees felt that HR-18 should be a mandatory experience for all school employees. This opinion is especially strong regarding course participation for professional school employees. For example, nearly 90 percent of the black respondents indicated that for guidance counselors and administrators participation in HR-18 should be a mandated experience. And nearly 75 percent of the black respondents indicated that participation in HR-18 should be a mandated experience for teachers.

Overall, regardless of position classification and enrollee/nonenrollee status, the majority of white school employees felt that HR-18 should be a voluntary experience for all school employees. However, a substantial minority (40 to 49 percent) of white respondents felt that HR-18 should be a mandatory experience for administrators and guidance counselors.

Other race respondents felt that HR-18 should be a mandatory course for only selected types of staff, and some differences were noted as a function of enrollee/nonenrollee status. Enrollees felt that participation in HR-18 should be a mandated experience for administrators, teachers, guidance counselors, and bus drivers.

For a complete examination of the analysis of enrollees' and nonenrollees' opinions about the mandatory nature of the HR-18 course, see Tables 13 through 16 in Appendix D of this report.

Characteristics of Enrollees and Nonenrollees

Objective 6 (page 2) asked whether employees who choose to participate in HR-18 differ from those employees who opt not to participate in HR-18. Specifically, do enrollees and nonenrollees differ from one another across the variables of race, age, sex, staff position, and employment location (administrative area and type of school assigned)?

Analysis of the demographic characteristics of HR-18 enrollees and nonenrollees revealed that overall participation rates⁴ for HR-18 did not vary when examined by race, school type (e.g., elementary, middle/junior high school and senior high school), administrative area, sex, or age. However, when participation rates were examined by position classification, participation rates for personnel from different job categories do not match their distributions in the total MCPS full-time work force.

Administrators and supervisors (A&S employees) and teachers significantly overenrolled⁵ in HR-18 relative to their total percent of full-time work force. Support staff (e.g., bus drivers, secretaries, etc.) significantly underenrolled in HR-18. While A&S personnel make up 6.3 percent of the work force, they constituted nearly 12 percent of the HR-18 participants; and while teachers make up only 63.4 percent of the work force, they constituted nearly 78 percent of the HR-18 participants. Support staff make up a little more than 30 percent of the work force; however, they represented a little more than 10 percent of the HR-18 participants.

For a complete examination of the analyses of the demographic characteristics of HR-18 enrollees and nonenrollees, see Tables 17 through 22 in Appendix D of this report.

⁴Participation rates refer to the degree to which a group or groups are either underenrolled, equally enrolled, or overenrolled in HR-18. For example, if black staff constitutes 10 percent of the total MCPS staff, and they constitute 17 percent of all HR-18 enrollees, then the participation rate for blacks in HR-18 is 1.70 which means that blacks overenrolled relative to their total population. Participation rates are computed in the following way:

$$\frac{\% \text{ this group representative of HR-18 enrollees}}{\% \text{ this group representative of total staff}} = \text{Participation rate}$$

⁵Overenrollment was defined as a participation rate of 1.20 or higher; underenrollment was defined as a participation rate of 0.80 or less.

CONCLUSIONS

Overall, the study found statistically significant differences between school employees who have and those who have not participated in HR-18 in one area only: black history and culture. Differences in other areas such as racial attitudes, general behavior or characterizations of black students were noted only for certain subgroups of employees. Nonetheless, substantial proportions of all respondent groups who took HR-18 indicated through self-reports that they felt they received benefits from the course in terms of getting along with others, especially in getting along better with black students and that they used what was learned in the course.

In sum, the study, although limited in scope, demonstrates that participation in HR-18 provides benefits for some school employees, especially in the area of knowledge of Black Culture and History. Further, some employee groups appear to receive additional benefits from the course, in areas which go beyond the cognitive to the attitudinal and behavioral dimensions.

However, while all other groups studied demonstrated enrollee/nonenrollee differences in at least some areas, white teachers who took the course did not differ from white teachers who did not take the course in any of the areas measured in the study. Thus, while it can be inferred that the course does have its intended impacts for certain groups, there is no objective evidence of course impacts, on the average, on white teachers who took the course under mandatory conditions. This outcome must be balanced against the finding that many white teachers, nonetheless, report subjective feelings of having benefited from the course.

APPENDICES

APPENDIX A. Questionnaire Administration and the HR-18 (Mandatory) Survey Instrument.

Questionnaires were mailed to respondents' homes during the week of July 2-5. During the week of July 30-August 3, a follow-up reminder, accompanied by a second questionnaire, was distributed to all respondents whose questionnaires had not been received by August 3. Questionnaires returned after August 30 were not included in data analyses because of the possibility that respondents' responses could be influenced by participation in the school system's Multi-Ethnic Convention.

A total of 901 questionnaires was returned, or 64 percent of the total number of questionnaires mailed out to employees. Only 25 of the returned questionnaires were unusable.* Seven hundred and twelve (712) questionnaires were returned before the follow-up mailing, while 164 questionnaires were returned between August 6 and August 30. Item-by-item analysis of questionnaire responses for both early and late respondents revealed no systematic differences between the two groups. Therefore, early and late respondents were combined.

The overall response rate for enrollees was 65 percent, while the response rate for nonenrollees was 61 percent. The lowest response rate of any enrollee group was for black teachers. The response rate for this group was 61 percent. The lowest response rate for any nonenrollee group was also for black teachers. Only 55 percent of this group responded.

*These questionnaires were excluded because they were returned uncompleted. Some employees refused to participate in the survey, while others indicated that they had retired and wished not to participate.



850 Hungerford Drive • Rockville, Maryland • 20850

Telephone (301)

June 27, 1979

Dear Patricia:

You may remember that last week you were invited to participate in the evaluation of HR-18, the Black Experience and Culture course offered by MCPS. In January the Board of Education of Montgomery County voted to evaluate the success of the course in meeting its goals. In May, Human Sciences Research, Inc., was contracted to conduct an independent and objective evaluation of HR-18.

You were selected to contribute to this evaluation as part of a randomly drawn sample of school system employees. This sample includes both persons who have enrolled in HR-18, and people who have not taken the course, to ensure that the opinions of all MCPS personnel are accurately reflected.

Please use the enclosed envelope to return your questionnaire as soon as possible. Thank you for your assistance.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Harry Pitt".

Harry Pitt
Deputy Superintendent
of Schools

EVALUATION QUESTIONNAIRE FOR HR-18

PART I

Below is a series of questions about black history and about some sociological and psychological elements of the black experience. Answer as many correctly as you can. By asking these questions of people who have not enrolled in HR-18 as well as those who have, we can make some judgments about the extent to which the HR-18 course provides information over and above what most people already know. This is not so much a test of your knowledge as it is of HR-18's ability to teach factual information. If you do not know the answer to a question, simply put a mark in the "Don't know" box.

1. In studies of the great days of African history, the three most commonly linked names of high African civilization are:

- (6) (1) Egypt, Ethiopia, Axum
 (2) Mali, Songhay, Ghana.
 (3) Carthage, Nubia, Bornu.
 (4) don't know.

2. The first nationally-recognized black holiday in black communities was based on:

- (7) (1) the date of the Haitian Revolution
 (2) the emancipation of blacks in the West Indies.
 (3) the U.S.A. Emancipation Proclamation.
 (4) none of the above.
 (5) don't know.

3. W.E.B. DuBois, the great black Scholar, wrote:

- (8) (1) *Up from Slavery.*
 (2) *Cotton Comes to Harlem.*
 (3) *Souls of Black Folk.*
 (4) *Thus Be Their Destiny.*
 (5) don't know.

4. During the "Roaring Twenties" era, black America experienced an artistic flowering called:

- (9) (1) the Back-to-Africa Movement.
 (2) the Talented Tenth period.
 (3) the Harlem Renaissance.
 (4) don't know.

5. The two most prominent black protest organizations during the 1920's were:

- (1) the Afro-American Council and the National Equal Rights League.
- (2) the NAACP and the Universal Negro Improvement Association.
- (1/10) (3) the National Council of Negro Women and the Urban League.
- (4) don't know.

6. The developer of blood plasma and of methods of preserving blood during World War II was:

- (1) James A. Blackwell.
- (2) Elijah McCoy.
- (11) (3) Charles R. Drew.
- (4) Montague Cobb.
- (5) don't know.

7. The three individuals of African descent who each received a Nobel Prize for Peace are:

- (1) Albert Luthuli, William H. Hastie, Herman E. Moore.
- (2) Ralph J. Bunche, Albert Luthuli, Martin Luther King.
- (12) (3) Martin Luther King, A. Philip Randolph, Moise Tshombe.
- (4) don't know.

8. By general consent, the most outstanding black intellectual in American life was:

- (1) Frederick A. Douglass.
- (13) (2) Martin Luther King.
- (3) W.E.B. DuBois.
- (4) don't know.

9. Under the conception of assimilation, the emphasis is on *cooperation* between minority and majority groups, while under the idea of pluralism, the emphasis is on *absorption* of the minority by the majority.

- (1) True.
- (14) (2) False.
- (3) Don't know.

10. The U.S. Census Bureau currently uses this technique of determining race:

- (1) genetic analysis.
- (15) (2) genealogy.
- (3) individual self report, plus census takers' conclusions.
- (4) don't know.

11. Racism costs the general society more than it returns in profit.

- (1) True.
(1116) (2) False.
(3) Don't know.

12. In discussions of militancy, some social scientists argue that white racism is a root cause of violent behavior (words and deeds) directed against society by some black people.

- (1) True.
(17) (2) False.
(3) Don't know.

13. The Moynihan Report attributed weakness in the modern black family to:

- (1) the behavior of white society towards blacks as a social community.
(18) (2) the lack of educational opportunity.
(3) the collapse of moral discipline among blacks during slavery.
(4) none of the above.
(5) don't know.

14. In family make-up, the structure of the rural black family very closely resembles that of the rural white family.

- (1) True.
(19) (2) False.
(3) Don't know.

15. Greater interaction between blacks and whites leads to:

- (1) greater understanding of racial situations.
(20) (2) a common view of racial problems.
(3) joint sharing of recreational time.
(4) don't know.

16. Contrary to popular mythology, three-fourths of black families are intact.

- (1) True.
(21) (2) False.
(3) Don't know.

17. Physical violence between ethnic groups usually rests on a history of unresolved incidents.

- (1) True.
(1/22) (2) False.
(3) Don't know.

18. In the black subculture, passive acquiescence and "clowning" in the presence of whites may be signs of:

- (1) indifference to the opinions of others.
(23) (2) protective response to ego threats.
(3) indications of a disturbed personality.
(4) don't know.

19. In a class where only one black pupil is present, good teaching strategy on topics involving race relations would include:

- (1) pretend that the class is completely homogeneous.
(24) (2) permit the majority to set the tone and style of discussion.
(3) permit majority pupils to display appropriate behaviors toward the lone black.
(4) don't know.

20. In handling a group of disruptive black youngsters, you would attempt to alter this situation by:

- (1) showing that discipline is color blind.
(2) appeal to their intelligence.
(25) (3) search for underlying causes or explanations.
(4) don't know.

21. According to the findings of the Minority Relations Study on the MCPS done for the Citizens' Advisory Committee on Minority Relations (July 1974), the relatively higher levels of dissatisfaction found among black female pupils is mainly due to:

- (1) the behavior of the black female pupils.
(26) (2) the lack of appropriate role models for black female pupils.
(3) the informal social structure of the school system.
(4) don't know.

22. In that Minority Relations Study report, it was found that more than half of the pupils in the Special Education classes were non-white.

- (1) True.
(27) (2) False.
(3) Don't know.

23. The birthday of Dr. Martin Luther King, Jr., is celebrated in the month of:

- (1) January.
- (2) March.
- (1/28) (3) August.
- (4) Don't know.

24. The Supreme Court verdict known as *Brown versus the Board of Education* was handed down in:

- (1) 1919.
- (2) 1954.
- (29) (3) 1978.
- (4) Don't know.

25. The celebration of the harvest, observed as a holiday by many Americans of African ancestry is called:

- (1) Harambee.
- (2) Shinto.
- (30) (3) Kwanza.
- (4) Don't know.

PART II

Within the past school year (since September 1978), did you do any of the following things?

	Yes	No	Not Applicable	
	(1)	(2)	(3)	<i>(Check one for each item.)</i>
(1/31)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Visit a library for information on black history.
(32)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Call, visit, or write the MCPS Department of Human Relations for information concerning black history.
(33)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Help set up a display for Black History Week.
(34)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Read a book about black history.
(35)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Read a book or watch a movie about race relations.
(36)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Invite people of another race or ethnic group into your home.
(37)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Discuss some aspect of black history with a student of a race different from your own.
(38)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Attend a meeting or gathering in commemoration of Martin Luther King, Jr.'s birthday.
(39)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Discuss race relations with somebody of another race on an informal basis (not during a course like HR-18, for example).
(40)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Complain to somebody who works with you about the way most black students behave.
(41)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Make a special effort to tell somebody you know about some valuable contribution made by black Americans.
(42)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Make a special effort to find out more about black music or food preferences or other aspects of black culture.

In your opinion, should a Black Experience and Culture course like HR-18 be mandatory or voluntary for the following groups?

	Voluntary	Mandatory	<i>(Mark one box for each group.)</i>
	<i>(1)</i>	<i>(2)</i>	
<i>(1/43)</i>	<input type="checkbox"/>	<input type="checkbox"/>	13. MCPS Administrators.
<i>(44)</i>	<input type="checkbox"/>	<input type="checkbox"/>	14. MCPS Teachers.
<i>(45)</i>	<input type="checkbox"/>	<input type="checkbox"/>	15. MCPS Guidance Counselors.
<i>(46)</i>	<input type="checkbox"/>	<input type="checkbox"/>	16. Other MCPS Professional Staff.
<i>(47)</i>	<input type="checkbox"/>	<input type="checkbox"/>	17. Clerical and Secretarial employees of MCPS
<i>(48)</i>	<input type="checkbox"/>	<input type="checkbox"/>	18. MCPS Building Services Personnel.
<i>(49)</i>	<input type="checkbox"/>	<input type="checkbox"/>	19. MCPS Cafeteria Workers.
<i>(50)</i>	<input type="checkbox"/>	<input type="checkbox"/>	20. MCPS Bus Drivers.
<i>(51)</i>	<input type="checkbox"/>	<input type="checkbox"/>	21. Other MCPS Supporting Services Personnel.

Several different situations are described below that could happen in any school system. After reading each one, mark one box to show how you think the black person or people affected by the situation would react to it. Do you think the reaction would be:

Positive, that is, they would agree with what was said or done;

Neutral, that is, they would accept what was said or done without agreeing or disagreeing; or

Negative, that is, they would disagree with what was said or done, and would not like it?

- A substitute teacher in a twelfth grade English class notices that a black student in the back of the room is talking. The teacher says: "Somebody tell that boy to shut up."

22. Do you think the black student's reaction to this situation would be:

- (1)* Positive?
(2) Neutral?
(3) Negative?

- When asked if there has been any effort made to bring black parents in the local area into the PTA, the PTA President replies, "Every parent gets the same invitation to join. Any parent who is interested, whether black or white, can join."

23. Do you think the reaction of black parents in the community to that statement would be:

- (1) Positive?
 (1/53) (2) Neutral?
 (3) Negative?

- A teacher puts up a display of Civil War items. Among them is a Confederate flag. When some black students complain the teacher says, "You'll just have to put up with it. It's a part of American history and that fact can't be changed."

24. Do you think the reaction of the students would be:

- (1) Positive?
 (54) (2) Neutral?
 (3) Negative?

- A poster announcing cheerleader try-outs shows several blond-haired, blue-eyed girls in cheerleader costumes. When asked why there are no minority children in the picture, the cheerleader sponsor replies, "I don't know. I never noticed."

25. Do you think the reaction of black students and adults to that reply would be:

- (1) Positive?
 (55) (2) Neutral?
 (3) Negative?

- An assistant principal comes across a black and a white student fighting. The assistant principal says to the white student, "What was going on here?" After hearing the explanation, she turns to the black student and says, "Now what do you have to say for yourself?"

26. Do you think the reaction of the black student and his parents to this situation would be:

- (1) Positive?
 (56) (2) Neutral?
 (3) Negative?

- When asked why some racist slogans are still on the restroom walls after two weeks, a building services supervisor says, "We've had more important things to do, getting the classrooms cleaned up for Open House next week."

27. Do you think the reaction of a black parent to that response would be:

- (1) Positive?
(1/57) (2) Neutral?
(3) Negative?

If you are a teacher in MCPS, please answer the following questions.

If you are NOT a teacher, put an X in the box below and skip to Question 1, Part III.

I am NOT a teacher. (Skip to Question 1, Part III.)

28. Do you include information about black history, culture and contributions to American life in your regular curriculum? (For example, talking about black inventors, black authors or poets, black contributions to music, the role of blacks in settling the western United States.)

- (58) (1) Yes.
(2) No.

29. Have you ever created a special display for teaching purposes having to do with black history or culture?

- (59) (1) Yes.
(2) No.

30. Do the pictures, displays or other materials you use in the classroom include pictures of both whites and non-whites?

- (60) (1) Yes.
(2) No.

PART III

For each statement below mark one box to show how much you agree or disagree with what is said.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	
(1)	(2)	(3)	(4)	(5)		
(1/61) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. It doesn't matter much what a teacher does, most black students still won't learn as much as most white students.
(62) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. There is really not much a bus driver or a cafeteria worker in MCPS can do to improve race relations in the system.
(63) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. There may have been improvements in the way MCPS treats black students, but there is still room for a lot more improvement.
(64) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If we could get rid of that small group of racists who try to keep blacks from getting ahead, there would be true equality in this country.
(65) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Black and white students in MCPS all have the same advantages and disadvantages—they all get treated the same.
(66) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. The government invented "affirmative action" as an excuse to give things to minorities that rightfully should go to whites.
(67) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In order to do his or her job well, a school administrator in MCPS must learn to ignore racial and cultural differences between students.
(68) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. The American system, which has always treated blacks worse than whites, is to blame if blacks are worse off than whites.
(69) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Blacks in America have equality with whites right now.
(70) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Black students should be judged by different standards than white students when being graded or considered for awards, to make up for past discrimination.

- | Strongly
Agree | Agree | Neither Agree
Nor Disagree | Disagree | Strongly
Disagree | |
|---------------------------------|------------------------------|---------------------------------------|------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| (1/74) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> | 11. Many MCPS staff members are afraid to discipline black students in the same way as white students for fear of being called racist. |
| (72) <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. An educator can be much more successful if he or she considers a student's ethnic and cultural background, rather than ignoring it. |
| (73) <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. If black Americans today are not as well off as white Americans, it's mostly because blacks haven't worked as hard to get ahead. |

Listed below are some characteristics of people. In each row, mark one box to show whether you think black students or white students in MCPS are more likely to have that characteristic, or if there is no difference.

- | (2/2-5) | White Students
More Than Blacks | No
Difference | Black Students
More Than Whites | |
|----------------|--------------------------------------------|------------------------------|--------------------------------------------|------------------------------------------------------------------------------|
| (2/6) | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> | 14. Waste time by socializing. |
| (7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Act impolite to professional personnel in the school. |
| (8) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Act impolite to supporting services personnel in the schools. |
| (9) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Be loud and disruptive in the school, on school buses, in the cafeteria. |
| (10) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Want to go on to college. |
| (11) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Want to participate in athletics. |
| (12) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Work hard to get good grades. |
| (13) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Cause discipline problems. |
| (14) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Discuss their school-related problems with school staff. |
| (15) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Discuss their personal or family problems with school staff. |

If you have never enrolled in HR-18, please go to Question 42 on page 15.

*If you were enrolled in HR-18 sometime between Fall 1975 and Fall 1978,
please answer the following questions.*

PART IV

Mark one box in each row to show your opinion of those aspects of HR-18 described below.

	Very Good	Good	Poor	Very Poor	
	(1)	(2)	(3)	(4)	
(2/16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Adequacy of the room in which the class was held?
(17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Location of the building where class was held, in terms of convenience to you?
(18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Availability of parking?
(19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Time of day at which the class was held?
(20)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Qualifications of the black member of the teaching team?
(21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Qualifications of the white member of the teaching team?
(22)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Overall quality of instruction?
(23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Value of the black history section of the course to you in performing your job?
(24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Value of the sociology section of the course to you in performing your job?
(25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Value of the psychology section of the course to you in performing your job?
(26)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Size of class, i.e., number of people enrolled?
(27)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. The quality of games, simulations, or in-class group exercises used as teaching techniques?
(28)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. The quality of group discussions among class members?
(29)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. The value to you of the outside reading materials that were assigned?

	Very Good (1)	Good (2)	Poor (3)	Very Poor (4)	
(2/30)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. The ability of the instructors to guide group discussions in productive directions?
(31)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. The ability of instructors to set aside their own opinions and values and to accept other people's opinions and values?
(32)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Opportunity for you to participate in discussions?
(33)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. The value of "team assignments" as a teaching method for this type of course, that is, where several students work as a group on an assignment?
(34)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. The overall effect of HR-18 on your ability to relate to black students?
(35)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. The overall effect of HR-18 on your knowledge of black history?
(36)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. The overall effect of HR-18 on your knowledge of sociology as it relates to the black community?
(37)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. The overall effect of HR-18 on your understanding of what racism is?

Listed below are some reasons people have given for enrolling in HR-18 when they did. Read the list and put numbers beside those that apply to you. Place the number 1 (one) next to the reason that was *most important* to you; place a 2 (two) next to the reason (if any) that was second most important for you; and a 3 (three) for your third most important reason (if any). You do not need to number more than three reasons.

- (38) _____ 23. To fulfill the Board of Education requirement.
- (39) _____ 24. To qualify for tenure.
- (40) _____ 25. To qualify for a salary increase.
- (41) _____ 26. To acquire 3 credit hours toward a degree.
- (42) _____ 27. To help solve problems I was experiencing on the job.
- (43) _____ 28. To upgrade my skills in human relations.
- (44) _____ 29. To upgrade my skills in relating to black students.
- (45) _____ 30. I enrolled only because the entire staff of my school was required to attend at the same time.
- (46) _____ 31. My supervisor directed me to attend.
- (47) _____ 32. None of the above. (Please describe your motivation.) _____

33. Would you have enrolled in HR-18 when you did even if there had *not* been a Board of Education requirement?

- (1) Definitely yes.
(2) Probably yes.
(2/48) (3) Not sure.
(4) Probably no.
(5) Definitely no.

Have you been able to use any of the things you learned as part of HR-18 in getting along better with:

- | | Yes
(1) | No
(2) | |
|------|--------------------------|--------------------------|-------------------------------|
| (49) | <input type="checkbox"/> | <input type="checkbox"/> | 34. the people you work with? |
| (50) | <input type="checkbox"/> | <input type="checkbox"/> | 35. black students. |
| (51) | <input type="checkbox"/> | <input type="checkbox"/> | 36. other minority students. |
| (52) | <input type="checkbox"/> | <input type="checkbox"/> | 37. white students. |
| (53) | <input type="checkbox"/> | <input type="checkbox"/> | 38. people outside of MCPS. |

39. How would you compare the value of HR-18 to you in doing your job compared to other in-service courses you have taken?

- (1) I have never taken another in-service course.
(2) HR-18 is the best in-service course I've taken.
(54) (3) HR-18 is better than most other in-service courses.
(4) HR-18 is about average when compared with other in-service courses.
(5) HR-18 is not as good as most other in-service courses.
(6) HR-18 is the worst in-service course I've taken.

40. Do you think your understanding of how black students and parents react to various interracial situations has improved as a result of attending HR-18?

- (1) Yes.
(55) (2) No.
(3) Not sure.

41. Did HR-18 change your attitudes about black Americans? (*Mark one.*)

- (1) My attitudes changed a lot.
(56) (2) My attitudes changed a little.
(3) My attitudes didn't change at all.

For those who have taken HR-18, this is the end of the Questionnaire. If you have any additional comments, please feel free to write them on the questionnaire or on a separate sheet of paper. Then place your completed questionnaire and comments in the return envelope and mail it immediately. Thank you again for your cooperation.

NON-ENROLLEES ONLY

Listed below are some reasons people have given for not enrolling in HR-18. Read the list and put numbers beside the reasons that apply to you. Put the number 1 (one) beside the reason that was *most important* for you; put the number 2 (two) beside the reason (if any) that was second in importance for you; and put the number 3 (three) by the third most important reason, if any. You do not need to number more than three reasons.

- (2/57) _____ 42. I could not find a convenient time to take the course.
- (58) _____ 43. I did not believe the Board of Education had the authority to *require* that I take the course.
- (59) _____ 44. I did not need the course for tenure, advancement or recertification.
- (60) _____ 45. I don't believe anyone has the right to try to change the way I think.
- (61) _____ 46. I was not aware of any Board of Education requirement that I take the course.
- (62) _____ 47. I had heard from other people that it was not worth the time.
- (63) _____ 48. I disagreed with restricting the content to blacks only and did not enroll because of that.
- (64) _____ 49. I was granted a waiver because of other courses I had taken.
- (65) _____ 50. Other (*Please specify*): _____

51. Do you intend to enroll in HR-18 at any time in the future?

- (1) Definitely yes.
- (66) (2) Probably yes.
- (3) Not sure.
- (4) Probably no.
- (5) Definitely no.

If you have any further comments concerning HR-18, please use the blank spaces in this questionnaire to write them out or write them on a separate sheet of paper. Then place the completed questionnaire and comments in the enclosed envelope and mail it immediately. Thank you for your cooperation.

APPENDIX B. Content Analysis of the HR-18 Survey Instrument and Specifications for Creation of Scores

Table B-1 shows that the HR-18 survey instrument is made up of five subtests. The method(s) used for computing each of these subtests or scales are explained below. Reliability coefficients* were calculated for each subtest or scale, and they are also reported in Table B-1. Coefficients were calculated using the SPSS--Reliability Program. The lowest reliability coefficient was 0.40; this coefficient was reported for the subscale "Black Characterizations." The highest reliability coefficient was 0.93; this coefficient was reported for the subtest "Course Evaluation."

SCORE CONSTRUCTION

Black History Score (Part I, Items 1-7, 9-18, 21-22, and 24). A black history score is assigned to each respondent by summing correct responses across all items. Raw scores are not adjusted.

General Behavior Score (Part II, Items 1-12). This score is based on the total count of "Yes" responses across all items. (On Item 10 scoring is reversed.). A high score would indicate that a respondent is doing a great deal to improve race relations.

General Racial Attitude Score (Part III, Items 1-9 and 11-13). This score is created using the following scale: 1=Strongly Agree; 2=Agree; 3=Neutral; 4=Disagree; and 5=Strongly Disagree. A score is assigned by summing responses across all items. With the exception of Items 3, 8, and 12, the desired response for each item is "strongly disagree." Therefore, the higher the total score, the "better" the score (Items 3, 8, and 12 are recoded when summing total scores).

Black Characterization Score (Part III, Items 14-23). This score is based on the total count of "No difference" responses. A high score would indicate that the respondent sees no difference between black and white students on a list of common student characteristics.

Course Evaluation Score (Part IV, Items 1-22). This score is created using the following scale: -2=Very Poor; -1=Poor; 1=Good; and 2=Very Good. A score is assigned by summing responses across all items. It should be noted that the course evaluation score reflects four subscores. They are Course Logistics (Items 1-4 and 11); Teaching Methods (Items 12-14, 17, and 18); Course Content (Items 8-10 and 19-22); and Teacher Effectiveness (Items 5-7, 15, and 17).

*Reliability refers to "the extent to which a test is consistent in measuring whatever it does measure, dependability, stability, trustworthiness, and relative freedom from errors of measurement. Reliability is usually expressed by some form of reliability coefficient" (B.C. Mitchell, A Glossary of Measurement Terms). When the coefficient approaches zero, the test scores obtained are inaccurate and unreliable. When the coefficient approaches one, there is little error of measurement, the test is stable, and chances are good that if the same population were retested using the same instrument they would earn similar scores to those earned on the first testing.

TABLE B-1

Subtest Content Analysis of the HR-18 Survey Instrument

Subtest	Items	Objectives	Alpha
Black History	Part I; Items 1-7, 9-18, and 21-24	To assess knowledge of black history and culture.	0.78
General Behavior	Part II, Items 1-12	To assess specific on-the-job behaviors having to do with blacks in general	0.74
General Racial Attitudes	Part III, Items 1-9 and 11-13	To assess perceptions of black people and students within a variety of settings.	0.68
Black Characterizations	Part III, Items 14-23	To assess the degree to which black and white students differ along a variety of characteristics.	0.40
Course Evaluation	Part IV, Items 1-22	To assess course participants reaction to specific aspects of the course (HR-18).	0.93

APPENDIX C. Criteria for Establishing Motivation Groups

The motives for enrolling or not enrolling in HR-18 are divided into two general categories. The categories of concern are (1) pragmatic reasons for enrolling or not enrolling in HR-18 and (2) philosophic reasons for enrolling or not enrolling in HR-18. The pragmatic and philosophic reasons are listed below.

Each enrollee and nonenrollee who responded to the survey chose a combination of any three reasons for either enrolling or not enrolling in HR-18. These reasons are ranked in order of importance. Based on the selection of reasons each respondent was assigned a motivation score. A high score of the motivation scale would indicate philosophic motivation, while a low score would indicate pragmatic motivation. A median split on this motivation score was used to assign respondents to one of the two motivation groups (pragmatic group or philosophic group).

MOTIVES FOR ENROLLING/NOT ENROLLING

Pragmatic Reasons Enrollee

To fulfill the Board of Education requirement.
To qualify for tenure.
To qualify for a salary increase.
To acquire 3 credit hours toward a degree.

Nonenrollee

I could not find a convenient time to take the course.
I did not need the course for tenure, advancement or recertification.
I was not aware of any Board of Education requirement that I take the course.
I was granted a waiver because of other courses I had taken.

Philosophic Reasons Enrollee

To help solve problems I was experiencing on the job.
To upgrade my skills in human relations.
To upgrade my skills in relating to black students.

Nonenrollee

I did not believe the Board of Education had the authority to require that I take the course.
I don't believe anyone has the right to try to change the way I think.
I disagreed with restricting the content to black only and did not enroll because of that.

APPENDIX D. Statistical Tables

TABLE 1

Means and Standard Deviations of Black History and Culture Scores and Analysis of Variance Results

Position	Black			White			Other											
	Enrollee		Nonenrollee	Enrollee		Nonenrollee	Enrollee		Nonenrollee									
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD						
Administrators	5	15.20	0.84	2	13.50	2.12	58	14.09	2.50	63	13.22	2.96	2	15.00	1.41			
Teachers	50	13.80	2.96	50	12.64	3.28	102	11.54	3.26	212	11.29	3.22	12	13.33	1.84	22	9.11	4.31
Support Staff	4	14.00	3.16	3	11.33	1.53	28	11.07	3.11	78	9.65	4.33	2	9.50	4.95	14	7.71	4.60

Main Effects	F-ratio	Significance
Participation in HR-18 (P) ^a	16.35	p < .01
Race of Employee (R)	3.54	p < .03
Position Classification (C)	7.84	p < .01
Interactions (2-Way)		
(P) x (R)	3.16	p < .04
(P) x (C)	0.97	not significant
(R) x (C)	0.94	not significant

^aNote the following abbreviations: (P)=Participation; (R)=Race and; (C)=Position Classification.

- NOTE:
1. Because of empty cells, three-way interactions are not possible.
 2. Analysis of Variance (ANOVA) model used is the classic regression model which partitions individual effects by adjusting for all the other effects. This model is used with unequal cell size.

D-2

51

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TABLE 2

Means and Standard Deviations of Attitude Scores and Analysis of Variance Results

Position	Black			White			Other											
	Enrollee	Nonenrollee		Enrollee	Nonenrollee		Enrollee	Nonenrollee										
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD						
Administrators	5	51.80	3.70	3	51.00	3.46	58	48.12	4.41	63	48.11	4.17	2	47.00	7.07			
Teachers	50	50.42	3.75	52	50.27	4.53	106	44.75	4.63	220	45.23	4.57	13	48.5	6.07	23	45.39	4.24
Support Staff	4	51.00	3.56	2	47.00	11.31	29	44.45	5.06	82	42.24	5.38	2	44.00	1.41	14	40.07	6.34

Main Effects	F-ratio	Significance
Participation in HR-18 (P) ^a	1.04	not significant
Race of Employee (R)	15.10	p < .01
Position Classification (C)	4.82	p < .01
Interactions (2-Way)		
(P) x (R)	0.40	not significant
(P) x (C)	3.93	p < .02
(R) x (C)	0.72	not significant

^aNote the following abbreviations: (P)=Participation; (R)=Race and; (C)=Position Classification.

- NOTE:
1. Because of empty cells, three-way interactions are not possible.
 2. ANOVA model used is the classic regression model which partitions individual effects by adjusting for all the other effects. This model is used with unequal cell size.

TABLE 3

Means and Standard Deviations of Characterization Scores and Analysis of Variance Results

Position	Black						White						Other					
	Enrollee			Nonenrollee			Enrollee			Nonenrollee			Enrollee			Nonenrollee		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
Administrators	5	8.80	0.84	2	6.00	5.66	54	7.50	2.04	65	6.71	2.14				2	7.50	3.54
Teachers	52	6.98	1.97	52	7.31	2.10	98	7.24	2.32	223	7.62	2.04	12	8.00	2.13	22	7.73	1.52
Support Staff	4	9.00	1.15	3	6.67	1.53	25	7.04	2.37	84	7.81	1.92	3	7.67	2.08	16	7.63	2.28

Main Effects	F-ratio	Significance
Participation in HR-18 (P) ^a	1.08	not significant
Race of Employee (R)	0.77	not significant
Position Classification (C)	0.30	not significant
<u>Interactions (2-Way)</u>		
(P) x (R)	0.79	not significant
(P) x (C)	4.93	p < .01
(R) x (C)	0.57	not significant

^aNote the following abbreviations: (P)=Participation; (R)=Race and; (C)=Position Classification.

- NOTE:
1. Because of empty cells, three-way interactions are not possible.
 2. ANOVA model used is the classic regression model which partitions individual effects by adjusting for all the other effects. This model is used with unequal cell size.

TABLE 4

Means and Standard Deviations of Behavior Scores and Analysis of Variance Results

Position	Black						White						Other					
	Enrollee			Nonenrollee			Enrollee			Nonenrollee			Enrollee			Nonenrollee		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
Administrators	6	8.83	1.47	3	5.67	2.52	57	6.95	2.45	66	6.91	2.76				2	5.50	
Teachers	51	8.45	1.80	57	8.30	2.17	109	6.25	2.60	217	6.50	2.36	13	7.23	2.65	20	6.20	2.63
Support Staff	4	7.50	2.38	3	4.67	1.15	29	5.00	2.33	87	4.82	2.20	3	6.00	1.73	19	5.79	2.32

Main Effects	F-ratio	Significance
Participation in HR-18 (P) ^a	3.54	not significant
Race of Employee (R)	4.81	p < .01
Position Classification (C)	5.66	p < .01
<u>Interactions (2-Way)</u>		
(P) x (R)	2.09	not significant
(P) x (C)	1.09	not significant
(R) x (C)	1.46	not significant

^aNote the following abbreviations: (P)=Participation; (R)=Race and; (C)=Position Classification.

- NOTE:
1. Because of empty cells, three-way interactions are not possible.
 2. ANOVA model used is the classic regression model which partitions individual effects by adjusting for all the other effects. This model is used with unequal cell size.

TABLE 5

Responses to Question 28 (Part II) - "Do You Include Information About
Black History, Culture, and Contributions to American Life in Your
Regular Curriculum?"
Teachers Only

Race of Respondent	Enrollees				Nonenrollees			
	Black	White	Other	Total	Black	White	Other	Total
<u>Responses</u>								
	n							
	percent							
YES	47 92.2	70 69.3	9 90.0	126 77.8	42 80.8	168 76.0	11 55.0	221 75.4
NO	4 7.8	31 30.7	1 10.0	36 22.2	10 19.2	53 24.0	9 45.0	72 24.6
Total	51	101	10	162	52	221	20	293

Chi square results:

**Responses analyzed by race $X^2 = 8.36$, $df = 2$, $p < .05$.

**Responses analyzed by enrollee/nonenrollee status; $X^2 = 0.20$, $df = 1$, ns.

TABLE 6

Responses to Question 29 (Part II) - "Have You Ever Created a Special Display for Teaching Purposes Having To Do With Black History or Culture?"
Teachers Only

Race of Respondent	Enrollees				Nonenrollees			
	Black	White	Other	Total	Black	White	Other	Total
Responses								
	n							
	percent							
YES	40	50	6	96	41	112	9	162
	78.4	48.5	50.0	57.8	78.8	51.4	45.0	55.9
NO	11	53	6	70	11	106	11	128
	21.6	51.5	50.0	42.2	21.2	48.6	55.0	44.1
Total	51	103	12	166	52	218	20	290

Chi square results:

**Responses analyzed by race $X^2 = 26.51$, $df = 2$, $p < .0001$.

**Responses analyzed by enrollee/nonenrollee status; $X^2 = 0.10$, $df = 1$, ns.

TABLE 7

Responses to Question 30 (Part II) - "Do the Pictures, Displays, or Other Materials You Use Include Pictures of Both Whites and Nonwhites?"
Teacher Only

Race of Respondent	Enrollees				Nonenrollees			
	Black	White	Other	Total	Black	White	Other	Total
<u>Responses</u>								
	n							
	percent							
YES	50 100.0	93 93.0	11 91.7	154 95.1	48 92.3	204 94.9	19 95.0	271 94.4
NO		7 7.0	1 8.3	8 4.9	4 7.7	11 5.1	1 5.0	16 5.6
Total	50	100	12	162	52	215	20	287

Chi square results:

**Responses analyzed by race $X^2 = 0.54$, $df = 2$, ns.

**Responses analyzed by enrollee/nonenrollee status; $X^2 = 0.004$, $df = 1$, ns.

TABLE 8

Percentage of Enrollees Indicating That Their Understanding of Blacks Improved as a Result of Attending HR-18: by Race and Position Classification of Enrollee

Position Classification	Race of Respondent			Total (by Position) % Yes (n)	Chi Square
	Black % Yes (n)	White % Yes (n)	Other % Yes (n)		
A&S Staff	50 (3)	63 (38)		62 (41)	4.75; ns*
Teachers	55 (28)	42 (45)	43 (6)	46 (79)	5.18; ns
Support Staff	50 (2)	67 (18)	100 (2)	67 (22)	1.78; ns
Total (by Race)	54 (33)	52 (101)	50 (8)		by race 5.89; ns by position 9.65**

*ns, not significant; ** $p < .05$

TABLE 9

Percentage of Enrollees Indicating That Things Learned in HR-18 Are Being Used: by Race and Position Classification of Enrollee

Things learned in HR-18 have been used in getting along with:		Race of Enrollee			Total by Position (P)	Chi Square
		Black	White	Other		
		YES (f)**	YES (f)	YES (f)	YES (f)	
The people you work with.....	1*	100 (6)	69 (40)		72 (46)	1.28, NS
	2	75 (39)	36 (37)	55 (6)	49 (82)	21.70, .0001
	3	75 (3)	61 (17)	100 (2)	65 (22)	1.47, NS
	T	77 (48)	50 (94)	62 (8)	57 (150)(R)	14.99, .006
					(P)	10.81, .005
Black students.....	1	100 (5)	75 (42)		77 (47)	0.52, NS
	2	73 (37)	50 (51)	62 (8)	58 (96)	7.50, .023
	3	75 (3)	46 (11)	100 (2)	53 (16)	3.05, NS
	T	75 (45)	57 (104)	67 (10)	62 (159)(R)	6.48, .039
					(P)	8.22, .016
Other minority students.....	1	100 (5)	61 (34)		64 (39)	1.61, NS
	2	78 (39)	39 (41)	58 (7)	52 (87)	20.32, .0001
	3	75 (3)	36 (9)	100 (2)	47 (14)	4.39, NS
	T	80 (47)	46 (84)	64 (9)	55 (140)(R)	21.41, .0001
					(P)	3.22, NS
White students.....	1	100 (5)	59 (33)		62 (38)	1.78, NS
	2	78 (39)	31 (8)	55 (6)	47 (76)	30.33, .0001
	3	75 (3)	33 (8)	100 (2)	43 (13)	5.23, NS
	T	80 (47)	40 (72)	62 (8)	50 (127)(R)	29.02, .0001
					(P)	4.84, NS
People outside MCPS.....	1	100 (6)	60 (35)		64 (41)	1.28, NS
	2	70 (35)	36 (37)	64 (7)	48 (79)	21.70, .0001
	3	75 (3)	57 (16)	100 (1)	61 (20)	1.47, NS
	T	73 (44)	47 (88)	67 (8)	54 (140)(R)	13.99, .0001
					(P)	5.41, NS

*1 = A&S Staff; 2 = Teachers; 3 = Support Staff; T = Total by Race (R). ** (f) = Frequency.

TABLE 10

Mean Evaluation Scores for Four Aspects of the HR-18 Course:
by Race and Position Classification of Enrollee

Position Classification		Race of Employee			Total (by Position)
		Black	White	Other	
	A	\bar{X} (n)	\bar{X} (n)	\bar{X} (n)	\bar{X} (n)
Administrators and Supervisors	S				
	P	1* 7.50 (6)	5.05 (55)		5.30 (61)
	E	2 7.40 (5)	4.02 (58)		4.29 (63)
	C	3 8.17 (6)	5.41 (54)		5.68 (60)
	T	4 7.17 (6)	5.63 (59)		5.77 (65)
Teachers	B	1 5.50 (50)	3.46(100)	3.93 (14)	4.12(164)
	E	2 5.40 (53)	2.45 (99)	4.54 (13)	3.56(165)
	I	3 7.26 (50)	2.65 (91)	5.08 (12)	4.29(153)
	N	4 6.17 (52)	5.22(105)	4.79 (14)	5.47(171)
Support Staff	G				
		1 8.67 (3)	4.72 (29)	7.00 (2)	5.21 (34)
	E	2 5.50 (4)	3.75 (28)	4.00 (2)	3.97 (34)
	V	3 10.00 (4)	4.33 (21)	8.00 (2)	5.44 (27)
	A	4 7.25 (4)	6.55 (31)	7.50 (2)	6.68 (37)
Totals (by Race)	L				
	U	1 5.86 (59)	4.14(184)	4.31 (16)	4.54(259)
	A	2 5.56 (62)	3.14(185)	4.47 (15)	3.79(262)
	T	3 7.52 (60)	3.70(166)	5.50 (14)	4.77(240)
	E	4 6.34 (62)	5.55(195)	5.13 (16)	5.71(273)
	D				

Analysis of Variance for Each Mean Evaluation Score

Evaluation Score**	Range	Position		R x C
		Race (R)	Classification (C)	
*1=Teacher Effectiveness	-10 to +10			
F-ratio		4.72	4.07	NOTE: Due to empty cells, higher interactions are not possible.
Sign		0.010	0.020	
2=Teaching Methods	-10 to +10			
F-ratio		7.12	3.08	
Sign		0.001	0.048	
3=Course Content	-14 to +14			
F-ratio		9.31	4.28	
Sign		0.000	0.016	
4=Course Logistics	-10 to +10			
F-ratio		2.10	2.77	
Sign		0.125	0.065	

**See Appendix B for an explanation of how each evaluation score was created.

TABLE 11

Distribution of Reason/Motives* for Enrolling or Not Enrolling in
HR-18 Selected by Enrollees and Nonenrollees

Reasons/Motives for Enrolling	n selecting		Reasons/Motives Not Enrolling
	Enrollees	Nonenrollees	
Fulfill BOE requirement	121	119	Did not believe BOE had the authority to require course
Upgrade human relations skills	105	88	Objected to course covering only black issues
Upgrade ability to relate to black students	45	86	Could not find convenient time
Quality for a salary increase	37	54	Did not need the course for tenure
Acquire three credit hours toward degree	24	90	Other**
Other	31	16	Had heard from others that HR-18 was not worth the time
Help solve work-related problems	7	16	Unaware of BOE requirement
Supervisor directed me to attend	4	6	Don't believe anyone has the right to change the way I think
Quality of tenure	3	1	Granted waiver
Entire staff was required to attend	1		

*Only the "Most Important" Reasons/Motives Are Recorded.

**Nonenrollees selecting "other" motive or reason gave the following explanations:

1. Enrolled in graduate school and simply did not have the time for other courses
2. Already knowledgeable about blacks and other minorities
3. Recently hired and felt that more time was needed for adjustment
4. Simply felt that the course was not needed because the individual felt they were not prejudiced

TABLE 12

Motivation Group/Type by Race and Position for Enrollees and Nonenrollees:
Pragmatic Type vs. Philosophic Type

		<u>Motives for Enrollees</u>					
		<u>Race of Employee</u>					
Position		Black		White		Other	
		%	(N)	%	(N)	%	(N)
A&S Staff	1*	33	(6)	18	(60)	-	
	2	67		82		-	
Teachers	1	27	(55)	60	(112)	36	(14)
	2	73		40		64	
Support Staff	1	-		21	(33)	-	
	2	100	(4)	78		100	(3)

		<u>Motives for Nonenrollees</u>					
A&S Staff	1	100	(3)	25	(68)	100	(2)
	2	-		75		-	
Teachers	1	29	(59)	9	(222)	17	(24)
	2	71		91		83	
Support Staff	1	67	(3)	24	(97)	30	(20)
	2	33		76		70	

* 1=Pragmatic Type and 2=Philosophic Type

TABLE 13

Percent of A&S Respondents Indicating That HR-18 Should Be a Mandatory Course: by Race and Enrollee/Nonenrollee Status

Employee Group		Respondent's Race					
		Black		White		Other	
		%	N	%	N	%	N
Administrators	EN*	67	(4)	49	(29)	0	
	NEN	100	(3)	28	(19)	100	(2)
Teachers	EN	67	(4)	37	(22)	0	
	NEN	100	(3)	25	(17)	100	(2)
Guidance Counselors	EN	67	(4)	49	(29)	0	
	NEN	100	(3)	34	(23)	100	(2)
Clerks and Secretaries	EN	67	(4)	31	(18)	0	
	NEN	100	(3)	22	(15)	100	(2)
Building Services	EN	67	(4)	28	(16)	0	
	NEN	100	(3)	19	(13)	100	(2)
Cafeteria Workers	EN	67	(4)	28	(16)	0	
	NEN	100	(3)	19	(13)	100	(2)
Bus Drivers	EN	67	(4)	29	(17)	0	
	NEN	100	(3)	22	(15)	100	(2)

*EN = Enrollee

NEN = Nonenrollee

TABLE 14

Percent of Teacher Respondents Indicating That HR-18 Should Be a Mandatory Course: by Race and Enrollee/Nonenrollee Status

Employee Group		Respondent's Race					
		Black		White		Other	
		%	N	%	N	%	N
Administrators	EN*	87	(47)	35	(39)	71	(10)
	NEN	90	(52)	28	(19)	41	(9)
Teachers	EN	85	(46)	23	(26)	57	(8)
	NEN	67	(39)	9	(22)	14	(3)
Guidance Counselors	EN	91	(50)	39	(43)	79	(11)
	NEN	88	(51)	78	(67)	46	(10)
Clerks and Secretaries	EN	63	(34)	17	(19)	36	(5)
	NEN	54	(30)	7	(16)	9	(2)
Building Services	EN	43	(31)	16	(17)	43	(6)
	NEN	47	(27)	8	(18)	10	(2)
Cafeteria Workers	EN	57	(31)	16	(17)	39	(5)
	NEN	47	(27)	7	(17)	9	(2)
Bus Drivers	EN	63	(34)	18	(10)	57	(8)
	NEN	63	(36)	9	(21)	13	(3)

*EN = Enrollee

NEN = Nonenrollee

TABLE 15

Percent of Support Staff Respondents Indicating That HR-18 Should Be a Mandatory Course: by Race and Enrollee/Nonenrollee Status

Employee Group		Respondent's Race					
		Black		White		Other	
		%	N	%	N	%	N
Administrators	EN*	100	(4)	45	(14)	33	(1)
	NEN	100	(3)	32	(28)	46	(8)
Teachers	EN	100	(4)	45	(14)	0	
	NEN	100	(3)	27	(24)	41	(7)
Guidance Counselors	EN	100	(4)	52	(16)	33	(1)
	NEN	100	(3)	34	(30)	53	(9)
Clerks and Secretaries	EN	100	(4)	32	(10)	0	
	NEN			11	(10)	18	(3)
Building Services	EN	75	(3)	27	(8)	0	
	NEN	0		11	(10)	12	(2)
Cafeteria Workers	EN	75	(3)	33	(10)	0	
	NEN	33	(1)	13	(11)	12	(2)
Bus Drivers	EN	75	(3)	40	(12)	0	
	NEN	33	(1)	14	(12)	18	(3)

*EN = Enrollee
 NEN = Nonenrollee

TABLE 16

Percent of Respondents Indicating That HR-18 Should Be a
Mandatory Course: by Race and Enrollee/Nonenrollee Status

Employee Group		Respondent's Race							
		Black		White		Other			
		%	N	%	N	%	N		
Administrators	EN*	86	(55)	41	(82)	65	(11)	53	(148)
	NEN	91	(58)	26	(101)	42	(17)	35	(176)
Teachers	EN	84	(54)	31	(62)	47	(8)	44	(124)
	NEN	70	(45)	16	(63)	27	(11)	24	(119)
Guidance Counselors	EN	89	(58)	44	(88)	47	(8)	56	(158)
	NEN	89	(57)	31	(120)	51	(21)	40	(198)
Clerks and Secretaries	EN	66	(42)	24	(47)	29	(5)	34	(94)
	NEN	53	(33)	10	(41)	12	(5)	16	(79)
Building Services	EN	59	(38)	21	(41)	35	(6)	31	(85)
	NEN	48	(30)	10	(41)	10	(4)	15	
Cafeteria Workers	EN	59	(38)	22	(43)	31	(8)	31	(86)
	NEN	49	(31)	10	(41)	10	(4)	15	(76)
Bus Drivers	EN	64	(41)	25	(49)	47	(8)	35	(98)
	NEN	64	(40)	12	(48)	14	(6)	19	(94)

*EN = Enrollee

NEN = Nonenrollee

TABLE 17

Participation in HR-18 by Race of Employee

Race of Employee	Total N Enrolled	Percent of Total Enrolled	Composition Countywide	Participation Rate
White	1229	81.7	82.0%	0.996
Black	271	16.5	16.5%	1.00
Other Race	28	1.8	1.5%	1.20
Totals	1638	100.0	100.0	

TABLE 18

Participation in HR-18 by Position Classification of Employee

Position of Employee	Total N Enrolled	Percent of Total Enrolled	Composition Countywide	Participation Rate
A&S	189	11.54	6.3	1.83
Teachers	1271	77.59	63.4	1.22
Support Staff	178	10.86	30.3	0.36
Totals	1638	100.0	100.0	

TABLE 19

Participation in HR-18 by Location Assignment (School Type) of Employee*

Location of Employee	Total N Enrolled	Percent of Total Enrolled	Composition Countywide	Participation Rate
Elementary	640	45.5	43.5	1.05
Middle/ Junior	384	27.4	26.0	1.05
Senior	380	27.1	30.6	0.89
Totals	1404	100.0	100.0	

*This analysis ignores central office employees because the unit of analysis and of interest is location within school buildings.

TABLE 20

Participation in HR-18 by Location (Administrative Area) of Employee

Location of Employee	Total N Enrolled	Percent of Total Enrolled	Percent by Area		Participation Rate
			Employees	Minority Students	
Area 1	267	18.27	18.80	17.7	0.97
Area 2	294	20.12	18.77	31.6	1.07
Area 3	276	18.89	22.34	14.2	0.85
Area 4	317	21.69	23.10	14.9	0.94
Area 5	307	21.01	16.95	11.9	1.24
Totals	1461	100.0	100.0		

TABLE 21

Participation in HR-18 by Sex of Employee

Sex of Employee	Total N Enrolled	Percent of Total Enrolled	Composition Countywide	Participation Rate
Male	564	34.4%	42.5%	0.809
Female	1074	65.6%	57.5%	1.140
Totals	1638	100.0	100.0	

TABLE 22

Participation in HR-18 by Age of Employee

Age of Employee	Total N Enrolled	Percent of Total Enrolled	Composition Countywide	Participation Rate
18-33 years	537	32.8%	32.1%	1.02
34-46 years	608	37.1%	35.0%	1.06
47-73 years	493	30.1%	32.9%	0.91
Totals	1638	100.0	100.0	

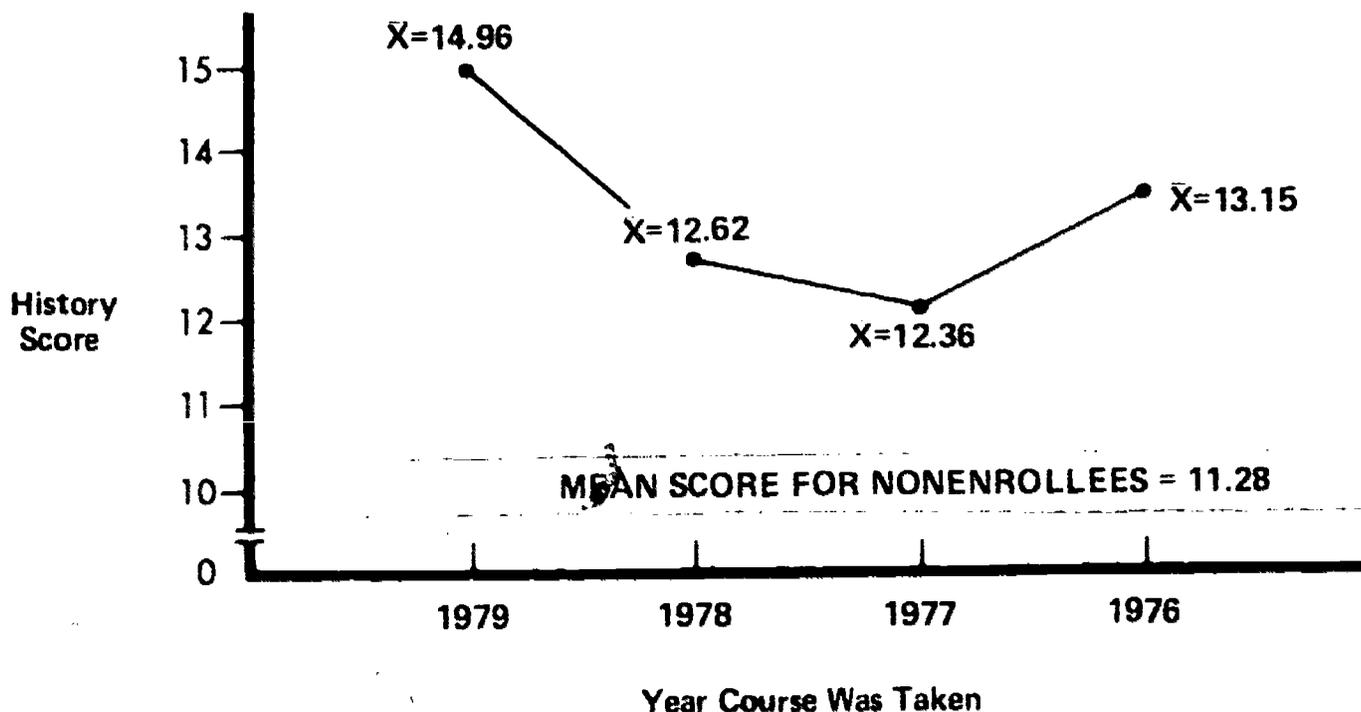
APPENDIX E. The Effects of Forgetting on History Scores.

The participant group in this study represents school employees who took the mandatory HR-18 course over a four-year period. It is very likely, therefore, that the Black History and Culture test scores of this group may be affected by the passage of time. In other words, the school employee who took HR-18 in 1976 will have forgotten some facts and his or her score will differ from the school employee who took the course in the most recent year 1979.

This assumption proves to be true. Time or forgetting does affect scores on the cognitive measure, Black History and Culture Test. If one were to average out what was lost due to the passage of time or forgetting one would be safe in saying that for each year that passes from the time the course was completed the employee loses one fact about Black History and Culture. This lost of knowledge is clearly shown in the graph below.

The statistical analyses presented in this report do not control for the forgetting. It should be pointed out and strongly noted that if forgetting were controlled for, Black History scores would be more distinct in the sense that the differences between enrollees and nonenrollees would be, if anything, larger in favor of enrollees.

Analyses of the effects of forgetting on racial attitudes and perceptions, and behaviors showed that the passage of time was not related to these outcomes.



APPENDIX F. Interaction Effect.

What is an interaction? According to Huck, Cormier, and Bounds (1974) an interaction is:

. . . the effect on the dependent variable of the independent variables operating together, as distinguished from the main effect of each independent variable. An interaction effect will show up in the data in this manner: the differential effectiveness of the levels of one factor will change according to how these levels . . . are combined with the levels of the second factor.

The best way to apply this definition to the HR-18 study is to show the interaction by placing it on a graph. The graph below represents the significant interaction for history scores that was found between participation in HR-18 and the race of the school employee. Remember an interaction exists if the difference between the levels of the first factor does not remain constant as we move from one level to another level of the second factor. The graph below clearly shows us that the difference between the races (i.e., the three lines in the graph) does not stay the same for each of the two "treatment levels" (i.e., nonenrollee and enrollee). If the difference between the races had been constant across participation in HR-18 the three lines in the graph would have been parallel to one another. In fact, another way of defining interaction would "a departure from parallelism" as it occurs in the graph below.

So below we can see that for other race staff there were greater differences between those who enrolled in the course and those who had not than for white or black staff. Other race staff enrollees outscored nonenrollees by almost three and one-half points. For blacks, the enrollee/nonenrollee difference is approximately one and one-third points out of a possible 20 points. White enrollees outscored white nonenrollees by one point.

