

# A BLUEPRINT FOR ACTION III

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## HISTORY

On February 26, 1986 a significant cross-section of representatives from Black organizations, other national organizations, associations, local grass-roots communities, local and national institutions, along with other concerned educators and individuals was convened to discuss the status and future of the African-American child. The focus was education in general, and urban public education in particular. The strategy was to consolidate ideas and information from all the stakeholders in Black students' education: students, parents, teachers, administrators, policy makers, as well as business and community leaders. The product of that effort was the establishment of an organization, the National Conference (now Council) on Educating Black Children (NCEBC), which sponsors an annual working conference and a framework for change, A Blueprint for Action. The first of these conferences was held September 5-7, 1986 and produced what became known as Blueprint I. A revised and enlarged version, Blueprint II, was produced in 1987 and has been widely disseminated across the United States. More than 100,000 copies have been distributed. Now, the 1996-98 Blueprint III includes chapters on support services providers, paraprofessionals, religious communities, and higher education, all added to make the "stakeholder" concept more complete. With each revised version, NCEBC has maintained its initial policy that A Blueprint for Action would be succinct, on-target, and achievable.

This collaborative network effort has resulted in more than a decade of national conferences, and the establishment of six regional subdivisions: NORTHEAST, MID-ATLANTIC, SOUTHEAST, MIDWEST, AND WESTERN Regions. Each works autonomously to carry out the mission of NCEBC in urban school districts across the country. That mission is "to improve the achievement of African-American students by disseminating and promoting A Blueprint for Action, sharing successful educational programs, and monitoring those programs."

A Blueprint for Action III is predicated on "effective schools" research pioneered by the late Dr. Ron Edmonds and the concept that "all children can learn." It is designed so that public school districts and communities can recommend to their "stakeholders" collaborative means of solving problems and accelerating achievement for all children, and Black children in particular.

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# HOW TO IMPLEMENT

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The sequence of tasks outlined below encourages an annual cycle of implementation and renewal at the school building or district level. There are just two rules: collaborate and evaluate.

A Blueprint for Action III is predicated on a “whole village” concept, a collaborative effort where all stakeholders – Parents and Family, Teachers, Administrators, Paraprofessionals, Support Services Providers, Policymakers, Higher Education, Business and Community Leaders, Religious Communities, and Students themselves – take part. It is sustained by a commitment to accountability through formative evaluation.

Participants should be increasingly familiar with “effective schools” and other related and contemporary research. All must share the understanding that “accountability” is for improvement, not judgment. In its most basic form, accountability has two parts: defining the “currency” and “going public.” “Currency” is whatever factors the groups decide to measure (test scores, attendance, parent visit frequency, etc.), and “going public” means reporting progress to the school community. Leadership will emerge in the defining of roles and group processes.

**TASK 1: BUILD AWARENESS AND COMMITMENT.** First, read [A Blueprint For Action III](#). Help achieve an understanding of the purpose and objectives of the [Blueprint...](#) Become acquainted with the needs of students in your community by some form of survey and/or by reading the [Blueprint...](#) Arrange or attend meetings to introduce and discuss the [Blueprint...](#) in the context of existing plans for elevating student achievement. It has proven very effective to introduce the [Blueprint...](#) to the local school board to discuss or demonstrate the level of congruence with school district goals and objectives.

**TASK 2: FORM ACTION PLANNING GROUPS.** Identify or establish a group that represents all the “stakeholders” in your school communities: Students, Parents and Families, Teachers and Counselors, Paraprofessionals, Administrators, Policymakers, Business and Community Leaders, Higher Education, Religious Communities. Invite diverse ideas to be represented with the common theme of addressing the needs of Black children. Leadership roles should emerge and be defined by the group.

**TASK 3: CHOOSE GOALS AND PRIORITIES.** The group should develop a long range plan. That plan should focus on the statements in [A Blueprint For Action III](#). The plan should list goals and objectives, prioritize them, ensure the involvement of all the stakeholder groups, and commit to a simple form of evaluation with an annually renewable timetable.

**TASK 4: IMPLEMENT ACTIONS AND STRATEGIES.** Brainstorm activities that members of the group will carry out, collectively and individually, to achieve the goal(s) selected. Create an Action Plan that states what the group hopes to achieve, responsibilities different group members shall assume, possibilities for collaborative action, and a timeline for each activity, including reporting results.

**TASK 5: MONITOR PROGRESS AND RESULTS.** As the group carries out the Action Plan, monitor and document the progress of the group, subgroup, or individuals. Identify activities that were particularly effective so that they can be replicated. Share what you have learned in a timely manner with other groups in your region and forward your ideas to the [National Council on Educating Black Children](#). Don't overlook the opportunity to celebrate or acknowledge any and all efforts in some way.

# I: PARENTS AND FAMILIES

**Preamble:** Recognizing that all parents and families must understand their rights and responsibilities, should participate in developing models for involvement in the schools, and should be encouraged to take responsibility for the education of their children, we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Create a home environment that communicates and builds respect for and interest in learning/education.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Develop a daily/weekly routine or schedule that allows:               <ol style="list-style-type: none"> <li>a. time for family sharing and nurturing;</li> <li>b. time for reading among family members: and</li> <li>c. family meetings.</li> </ol> </li> <li><b>2.</b> Provide suitable space for study:               <ol style="list-style-type: none"> <li>a. teach study skills and</li> <li>b. teach organizational skills</li> </ol> </li> <li><b>3.</b> Encourage family members to help one another in learning.               <ol style="list-style-type: none"> <li>a. Read and learn with your children.</li> </ol> </li> <li><b>4.</b> Monitor children’s school work and provide learning enrichment activities, books, tapes, etc.</li> <li><b>5.</b> Assign household chores that develop responsibility and cooperation within the home.</li> <li><b>6.</b> Monitor and direct television viewing, music, and video playing, including length of time and quality of program.</li> <li><b>7.</b> Bring Black history and culture to life through:               <ol style="list-style-type: none"> <li>a. family reunions;</li> <li>b. family history book/photograph albums, vendors, social activities;</li> <li>c. stories from older family members;</li> <li>d. family activities such as theaters, libraries, African American museums, outings and vacations;</li> <li>e. discussions of family values, character, respect, and self-discipline;</li> <li>f. games that promote critical thinking and problem solving; and</li> <li>g. collecting books, artifacts and memorabilia.</li> </ol> </li> <li><b>8.</b> Understand and value a variety of music.               <ol style="list-style-type: none"> <li>a. Get to know music heard on the radio. Allow children opportunities to share their thoughts on what the words in songs mean. Have children sing their favorite tunes and create songs or lyrics on their own.</li> </ol> </li> <li><b>9.</b> Introduce Rites of Passage and Leadership skills such as:               <ol style="list-style-type: none"> <li>a. responsibility;</li> <li>b. decision-making;</li> <li>c. goal setting;</li> <li>d. time management; and</li> <li>e. community service.</li> </ol> </li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>B.</b> Help other parents in understanding their rights and responsibilities; develop models for parent and family involvement.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Request school administrators to sponsor activities designed to build a working relationship between home and school which cultivates mutual trust.</li> <li><b>2.</b> Arrange for parents to come together to share information on educational concerns and issues that they encounter on a day-to-day basis and other activities and ideas that concern all parents.</li> <li><b>3.</b> Advocate for workshops to inform parents of policies and practices in a format which clearly outlines and advises parents of their rights and responsibilities and encourages parenting skills and conflict mediation techniques.</li> <li><b>4.</b> Organize telephone trees and home visitations which will foster dialogue between parent leaders and parents.</li> </ol>
<p><b>C.</b> Increase school and classroom visitations.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Urge appropriate community and parent leaders to provide opportunities such as inservice education, workshops and seminars for parents to learn how to make effective school visits. Be prepared during a school visit to consider the following:               <ol style="list-style-type: none"> <li>a. textbook and classroom materials;</li> <li>b. class size;</li> <li>c. school appearance (physical facilities, cleanliness);</li> <li>d. curriculum;</li> <li>e. teacher behavior, attitudes, expectations;</li> <li>f. expectations for learning and behavior; and</li> <li>g. classroom management, curriculum and instructional skills, and achievement goals.</li> </ol> </li> </ol>
<p><b>D.</b> Form partnerships within the local school community. Build on existing community programs and support networks.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Identify all agencies, business organizations, civic and political leaders, religious organizations, which serve the residence of the local school jurisdiction (neighborhood).</li> <li><b>2.</b> Identify priorities and commitment to school through meetings, community forums and parent organizations.</li> <li><b>3.</b> Publicly acknowledge existing and new partnerships and key individual volunteers.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<p><b>4.</b> Participate in the school organization/system by various means:</p> <ul style="list-style-type: none"> <li>a. notify parents/community of school board and committee meetings and attend the meetings;</li> <li>b. seek active participation in principal, teacher, and counselor selection;</li> <li>c. seek active participation in textbook selection;</li> <li>d. seek active participation in curriculum choices;</li> <li>e. seek active participation in acquisition of funds;</li> <li>f. complete a curriculum audit; and</li> <li>g. review teacher education programs and teacher certification standards.</li> </ul>
<p><b>E.</b> Develop relationships with school administrators and teachers to improve the achievement of students.</p>	<ul style="list-style-type: none"> <li>1. Begin and maintain working relationships with teachers and school administrators via school visits, telephone conversations, and written communications.</li> <li>2. Respond to any notices from teachers or the school right away.</li> <li>3. Discuss with principals, teachers, and staff the special needs and behaviors of your children.</li> </ul>
<p><b>F.</b> Lobby to get school districts to provide transportation and other services needed for effective parental involvement.</p>	<ul style="list-style-type: none"> <li>1. Request transportation to the school for conferences, meetings, or programs.</li> <li>2. Encourage the community to use alternative and rotating sites for school meetings.</li> <li>3. Request that religious institutions offer their facilities to parents after services on Sunday, Sabbaths, and on other days for meetings/training.</li> <li>4. Select ideas that contribute to both parents' and students' understanding of their cultural heritage.</li> </ul>
<p><b>G.</b> Promote awareness of severity and intensity of problems related to adolescence, such as self-esteem, neglect, peer pressure, teen pregnancy, birth, and parenting.</p>	<ul style="list-style-type: none"> <li>1. Promote a home environment that is open for discussions about sexuality as well as all important health concerns.</li> <li>2. Promote a sense of looking out for other children in the neighborhood.</li> <li>3. Discuss with teenagers problems of teen pregnancy, discuss and seek consensus or select appropriate television programs.</li> <li>4. Monitor the audio and visual habits of children and youth; avoid inappropriate exposure.</li> </ul>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<p>5. Reestablish and participate in community, religious, or school groups focused on sex education and parenting.</p> <ul style="list-style-type: none"> <li>a. visit local Planned Parenthood sites;</li> <li>b. write or call the Children’s Defense Fund, the National Black Child Development Institute, and other such organizations, for information.</li> </ul> <p>Children’s Defense Fund 122 C. Street, N.W. Washington, D.C. 20001 (202) 628-8787 <a href="http://www.childrensdefense.org/">http://www.childrensdefense.org/</a></p> <p>National Black Child Development Institute 1463 Rhode Island Ave., N.W. Washington, D.C. 20005 (202) 387-1281 <a href="http://www.nbcdi.org/">http://www.nbcdi.org/</a></p>
<p><b>H.</b> Recognize and understand the problems of drugs, alcohol, smoking, substance use and abuse, and other health concerns.</p>	<ol style="list-style-type: none"> <li>1. Gather and distribute information about the types of drugs, alcohol, and other substances currently used in different regions of the country.</li> <li>2. Learn to recognize symptoms and effects of drugs, alcohol, and other substances.</li> <li>3. Provide strong family support to help children/youth develop personal values and self-confidence by demonstrating appropriate behavior.</li> <li>4. Promote a home climate that is open and receptive to discussion regarding drug, alcohol, and other substance use and abuse.</li> </ol>
<p><b>I.</b> Develop strategies which will reduce violence, child abuse, the use of drugs, alcohol, etc.</p>	<ol style="list-style-type: none"> <li>1. Be a model; demonstrate appropriate behavior.</li> <li>2. Reemphasize values as indicated in Action Item H #3 immediately above.</li> <li>3. Promote a home climate as indicated in Action Item H #4 above.</li> <li>4. Organize support groups that address the problems.</li> <li>5. Promote participation in awareness programs (e.g. sponsor student and family seminars).</li> <li>6. Know preventive measures and programs that discourage violence, use of drugs, child abuse, alcohol, etc.</li> <li>7. Sponsor parenting courses on conflict resolution, violence, substance abuse, and discipline.</li> </ol>

# II: STUDENTS

**Preamble:** Recognizing the important role that schools play in preparing Black students to become intellectually, socially, and economically productive citizens, and demanding that Black students realize their right to high standards, free and equitable education, we jointly pledge to support or implement the following:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Be responsible and active participants in all activities designed to successfully complete all grades and benchmarks from kindergarten through 12<sup>th</sup> grade, resulting in high school graduation.</p>	<ol style="list-style-type: none"> <li>1. Attend school classes on a regular basis.</li> <li>2. Clarify expectations for lessons and assignments.</li> <li>3. Turn in assignments on time, including homework.</li> <li>4. Actively engage in all classroom activities (i.e., discussions, Q &amp; A, projects, etc.).</li> <li>5. Complete makeup assignments when absent.</li> <li>6. Participate in extra-curricular activities that do not interfere with primary studies.</li> <li>7. Obtain accurate information about courses and credits needed for graduation.</li> <li>8. Set long-term goals, but break them down into incremental steps for achievement.</li> <li>9. Don't drop out of school.</li> </ol>
<p><b>B.</b> Become an active and empowered learner and participate as a stakeholder in the learning community.</p>	<ol style="list-style-type: none"> <li>1. Understand the importance of working hard to achieve desired goals (i.e. cultivate a work ethic).</li> <li>2. Understand the connections between education and the ability to make a living in this society.</li> <li>3. Avoid behaviors that lead to the "easy way out" or immediate gratification to the detriment of your long-term goals.</li> <li>4. Maintain status as a constant learner.</li> <li>5. Achieve deep understanding of subject and content matter by constantly improving note taking and organizational skills.</li> <li>6. Make the best possible use of time.</li> <li>7. Learn to work independently and to think critically and analytically.</li> <li>8. Learn about the contributions and achievements of Black people both current and historic, national and international.</li> <li>9. Develop an appreciation for your cultural heritage as an African-American.</li> <li>10. Determine your full rights as a citizen of the United States with all of the attributes of life in a democratic society; exercise your rights.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>11. Learn life skills:               <ol style="list-style-type: none"> <li>a. Learn how to interaction with other people;</li> <li>b. Develop a positive relationship with students and teachers;</li> <li>c. Avoid useless conflict with authority figures; and</li> <li>d. Learn when and how to approach a teacher.</li> </ol> </li> <li>12. Learn your most productive style of learning (e.g., from lectures, visuals, activities, discussions, hands-on, etc.), and make best use of your most productive modes.</li> </ol>
<p><b>C.</b> Maintain the status of a positive, cooperative and well-behaved school citizen.</p>	<ol style="list-style-type: none"> <li>1. Understand and obey the rules of the school and classroom.</li> <li>2. Respect yourself and the rights of others.</li> <li>3. Avoid disruptive, violent or criminal behaviors. Avoid the use of all drugs and alcoholic substances.</li> <li>4. Know your rights, but don't violate the rights of others.</li> <li>5. Choose productive friends and role models; be friendly and you will have friends.</li> </ol>
<p><b>D.</b> Become involved in support networks that can assist you and others reach education goals.</p>	<p><b>In your association with Students:</b></p> <ol style="list-style-type: none"> <li>1. Learn to work cooperatively.</li> <li>2. Participate in study groups with fellow students.</li> <li>3. Serve as a mentor or tutor to fellow African-American students.</li> </ol> <p><b>In your association with Experts and Community Resources:</b></p> <ol style="list-style-type: none"> <li>4. Participate in extra-curricular academic activities with community experts (i.e., chess, debating, team, firm and video development projects).</li> <li>5. Reach out to community leaders; political, religious, social, and recreational.               <ul style="list-style-type: none"> <li>▪ Invite them to visit school and to participate in school activities.</li> <li>▪ Seek their help in solving problems related to their fields.</li> </ul> </li> <li>6. Participate in arts and recreational activities with community experts (e.g., choirs, bands, sports, crafts, field trips).</li> </ol> <p><b>In your association with Family and Friends:</b></p> <ol style="list-style-type: none"> <li>7. Discuss your grades and report cards with your family.</li> <li>8. Encourage family/parents to make scheduled and unscheduled visits to school to observe and to discuss your progress.</li> <li>9. Learn from your elders (family and friends); take the best they have to offer.</li> <li>10. Talk with someone you trust about what's working or not working for you in school, and act on his/her advice.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<p>In your association with School Staff:</p> <ol style="list-style-type: none"> <li>11. Be clear with teachers and others about what is expected of you and of them.</li> <li>12. Be clear about the roles of school staff – teachers, administrators, counselors, maintenance personnel, secretaries, paraprofessionals, etc.</li> <li>13. Understand the school hierarchy and structure – school board, superintendent, etc.</li> </ol>

# III: TEACHERS

**Preamble:** Recognizing that high standards of effective teaching must be a nonnegotiable reality in all schools and classrooms where Black students are in attendance and that teachers must ensure that each Black child is provided the opportunity to attain the skills needed to achieve excellence in education, we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Develop and demonstrate effective teaching strategies in all aspects of instruction.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate subject matter mastery and a strong general education background, including visual and performing arts.</li> <li>2. Upgrade teaching skills based on effective teaching strategies which enhance learning, regardless of student population.</li> <li>3. Develop inquiry-based teaching strategies that encourage students as questioners, decision-makers, and problem solvers.</li> <li>4. Design an effective classroom management and training program which develops positive student behaviors, minimizes disruptions and creates a safe learning environment.</li> <li>5. Develop an ongoing staff development process which focuses on research-based effective teaching and learning strategies.</li> <li>6. Devise/seek incentives for personal professional growth.</li> <li>7. Interact with all students in the classroom to provide individual guidance and feedback based on special needs.</li> <li>8. Demonstrate understanding of the racial, cultural, social and ethnic background of the student body to more accurately and fairly interpret student behavior, thereby eliminating misdiagnosis, miseducation and inappropriate tracking.</li> <li>9. Design and use in-class assessments to monitor individual student progress on a daily or weekly basis, thereby providing bases for early intervention strategies.</li> <li>10. Use test data as diagnostic and prescriptive tools for improving student achievement and modifying teaching practices, but not as sole criteria for promotion, retention, or access to academic programs.</li> </ol>
<p><b>B.</b> Optimize teacher input and expertise in decisions relating to effective instruction and successful schooling.</p>	<ol style="list-style-type: none"> <li>1. Seek input from school site committees when making decisions relating to curriculum and instruction.</li> <li>2. Emphasize reading in content areas, analytical and critical-thinking skills so that students will be taught to comprehend subjects.</li> <li>3. Participate in the selection of textbooks, instructional materials and equipment to ensure high quality.</li> <li>4. Encourage textbook companies to include Black history and culture in appropriate and relative contexts.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>C.</b> Assist in the promotion of positive self-awareness among Black students through integrating visual and performing arts with basic skills.</p>	<ol style="list-style-type: none"> <li>1. Create a classroom environment that is student-centered and enhances each student's self-concept as an accomplished learners.</li> <li>2. Utilize local, state and federal resources to provide training in self-esteem, teacher attitudes and expectations.</li> <li>3. Establish collaborative relationships with local media to guarantee frequent publication of positive achievements.</li> <li>4. Highlight achievements and awards.</li> <li>5. Identify, collect and utilize model curricula that focus on incorporating Black history into the curricular framework of the school system.</li> <li>6. Set personal goals for yourself; make commitments as a demonstration to your students.</li> </ol>
<p><b>D.</b> Urge better articulation between levels of schooling – elementary/secondary, secondary/college.</p>	<ol style="list-style-type: none"> <li>1. Increase articulation and cooperation between elementary – secondary schools and institutions of higher education to strengthen curricula delivery.</li> <li>2. Target programs at all levels that diagnose academic strengths and weaknesses; strengthen general school performance; make adequate preparation for post-secondary education and entry into the world of work.</li> <li>3. Incorporate proven discipline strategies in training of teacher candidates.</li> <li>4. Promote policy which encourages teacher candidates to enroll in Black history and multicultural courses.</li> <li>5. Advocate to students so that their coursework is as substantive as possible.</li> </ol>
<p><b>E.</b> Develop collaborative relationships with peers, school administrators, parents, and community to form a broad-based network of support for educating Black children.</p>	<ol style="list-style-type: none"> <li>1. Establish an educational committee at each school composed of teachers, administrators, community, parents, educational support personnel and students. This committee will select and/or design instructional programs and plan for a safe, orderly environment that will include but will not be limited to: <ul style="list-style-type: none"> <li>▪ support of successful teaching and learning strategies;</li> <li>▪ conflict resolution for all;</li> <li>▪ discipline practices that are fair and consistent;</li> <li>▪ implementation of Group Dynamics/Human Relations workshops; and</li> <li>▪ Health Education (e.g., AIDS, drugs, teenage pregnancy).</li> </ul> </li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>2. Assist in establishing a <u>culturally-diverse</u> family system in each school that includes: <ul style="list-style-type: none"> <li>▪ a family resource center;</li> <li>▪ family/staff team building; and</li> <li>▪ communications in the primary language of the family.</li> </ul> </li> <li>3. Collaborate in the presentation of exemplary lessons and the use of effective classroom management strategies.</li> <li>4. Develop partnerships with businesses, higher education, community-based organizations and schools which have been effective in supporting high academic achievement.</li> <li>5. Build on identified successful models of self-discipline and promote these models among faculty, administrators, and parents.</li> <li>6. Implement a teacher exchange program.</li> </ol>
<p><b>F.</b> Recognize the need to retain and recruit Black teachers.</p>	<ol style="list-style-type: none"> <li>1. Assist in designing a mentor program that assigns faculty members to Black teachers new to the profession for providing guidance, instructional strategies, and management techniques as needed.</li> <li>2. Utilize personal contact with historically Black colleges and universities (HBCUs).</li> </ol>
<p><b>G.</b> Become knowledgeable of political and policy-making infrastructure.</p>	<ol style="list-style-type: none"> <li>1. Monitor and attend Board of Education meetings.</li> <li>2. Understanding the structure of the state legislature, county government, and municipal entities.</li> <li>3. Be aware of pending legislation and Board policies which impact Black children.</li> <li>4. Be proactive in addressing legislation, policies and programs which impact Black children.</li> </ol>

# IV: SUPPORT SERVICES PROVIDERS

**Preamble:** Recognizing that the delivery of Comprehensive Support Services is increasingly critical to the successful development of our children and their families, it is imperative that guidance counselors, social workers, school psychologists, nurses, and support agencies work cooperatively to ensure that students and their families are provided optimal services and resources. These teams must provide opportunities and promote achievement and excellence in education; therefore, we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Identify a team of educational support services providers to actively deliver comprehensive services to students and their families in order to ensure academic and social success.</p>	<ol style="list-style-type: none"> <li>1. Present services from school social workers, school psychologists, speech/language therapists, nurses, and other pupil personnel workers to the school staff, students and families.</li> <li>2. Identify agencies and organizations linking home, school and community services. Present these resources to the school staff, students and families.</li> <li>3. Provide teams to deliver comprehensive services in small and large group settings.</li> <li>4. Develop outreach activities to service all students and their families through local agencies.</li> </ol>
<p><b>B.</b> Develop a process by which students and parents are informed about taking standardized tests and by which test results are reported to them.</p>	<ol style="list-style-type: none"> <li>1. Conduct meetings/workshops with students and their families at the beginning of the school year and midyear to address test awareness.</li> <li>2. Provide an explanation of test results to school staff, students and their families through PTA, Site Council, and other groups' meetings, workshops and seminars.</li> <li>3. Develop and maintain support for tutorial programs conducted by teachers or knowledgeable students.</li> </ol>
<p><b>C.</b> Develop a process by which students and parents are informed about any testing (formal and/or informal) related to the student case management processes including the formation of a child study support teams.</p>	<ol style="list-style-type: none"> <li>1. Identify participants in the child study team.</li> <li>2. Coordinate the child study team activities.</li> <li>3. Disseminate results to parents, students and appropriate service providers.</li> </ol>
<p><b>D.</b> Develop and implement an individual student assistance plan; evaluate and revise plan, as needed.</p>	<ol style="list-style-type: none"> <li>1. Identify students in need of increased support.</li> <li>2. Conduct character building/self-esteem workshops for all students.</li> <li>3. Identify strategies to help students modify behaviors.</li> </ol>
<p><b>E.</b> Work actively with staff, parents, students and community to ensure a school climate that fosters a safe environment.</p>	<ol style="list-style-type: none"> <li>1. Establish a "Hotline" for students to confidentially report illegal and unsafe activities.</li> <li>2. Advocate zero tolerance for drugs, weapons and violence.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>3. Promote conflict resolution training for school teams which include students as well as all adult staff.</li> <li>4. Assess school's climate via survey, questionnaire, etc., on a semiannual basis.</li> <li>5. Provide social skills training as part of the curriculum.</li> <li>6. Promote and reward effective "teaming."</li> </ol>
<p><b>F.</b> Create opportunities to enable parents to help their young people to be successful in school.</p>	<ol style="list-style-type: none"> <li>1. Encourage Support Services Providers in conjunction with administrators to develop policy to address parental skills training through workshops, seminars, open forums, etc.</li> <li>2. Recruit parents to help plan training for other parents.</li> </ol>
<p><b>G.</b> Match students and their families with support resources in the community</p>	<ol style="list-style-type: none"> <li>1. Identify organizations that will provide leaders to support students and their families.</li> <li>2. Facilitate collaboration among organizations and individuals.</li> <li>3. Actively seek volunteer work experience for students.</li> <li>4. Identify support programs (e.g., Phone-a-Friend, Dial-A-Teacher, Homework Hotline).</li> <li>5. Identify and provide a directory of referral agencies and organizations to assist the needs of students and their families.</li> </ol>
<p><b>H.</b> Integrate multicultural education throughout the school year.</p>	<ol style="list-style-type: none"> <li>1. Assist staff in designing and presenting multicultural activities.</li> <li>2. Include representatives of the diverse cultures within the school community.</li> </ol>
<p><b>I.</b> Demonstrate and promote a productive environment in which to deliver comprehensive support services to students and their family.</p>	<ol style="list-style-type: none"> <li>1. Promote a cooperative relationship among students, teachers, administrators and parents.</li> <li>2. Adhere to guidelines for confidentiality regarding student records and information sharing.</li> <li>3. Assure support services providers are given opportunities to offer a full range of services (e.g., school psychologists should not be limited to testing for special placement or in-class intervention strategies).</li> </ol>
<p><b>J.</b> Actively advocate for students and their families.</p>	<ol style="list-style-type: none"> <li>1. Keep abreast of trends in education (philosophy, methods, curriculum, assessment, restructuring, etc.).</li> <li>2. Educate parents about student concerns and issues.</li> <li>3. Provide resources and guidelines to parents and students regarding the students' rights to quality education.</li> </ol>
<p><b>K.</b> Develop an effective system for career awareness and planning for all students.</p>	<ol style="list-style-type: none"> <li>1. Assist all students and parents in coordinating academic skill needs, course selection, and careers and related areas.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li data-bbox="824 264 1430 342">2. Collaborate with teachers to plan and implement a career awareness program for students at every grade level.</li> <li data-bbox="824 350 1430 489">3. Collect and disseminate to administrators, parents, students, and teachers up-to-date information on global occupational trends and education and training particularly in science and technology-related fields.</li> <li data-bbox="824 497 1430 604">4. Organize activities to help teachers, students and parents recognize the role of higher level mathematics courses in granting access to future courses and careers in science and technology.</li> <li data-bbox="824 613 1430 690">5. Introduce students to the historically black institutions and other institutions of higher learning (i.e. tour of college campus, etc.).</li> </ol>

# V: PARAPROFESSIONALS

**Preamble:** Recognizing that highly skilled, knowledgeable, and actively engaged paraprofessionals can be an integral part in ensuring that Black children attain the necessary academic and social skills to achieve the goals set forth in this blueprint, we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Encourage school districts to plan and provide professional development and career opportunities for paraprofessionals.</p>	<ol style="list-style-type: none"> <li>1. Seek “career ladders” that will provide a system of career options which afford paraprofessionals opportunities for professional growth in order to improve learning opportunities for students.</li> <li>2. Participate in ongoing inservice training and opportunities for paraprofessionals to enhance their skills, knowledge and abilities.</li> <li>3. Accept additional responsibilities and duties to acquire additional skills.</li> <li>4. Participate in the development of incentives and support so that paraprofessionals will be encouraged to choose upward mobility and may choose to enter the teaching profession or other education-related fields.</li> <li>5. Encourage policy makers at the federal, state, and local level to set policy that support the development of standards for certification and licensure for paraprofessionals.</li> </ol>
<p><b>B.</b> Seek Opportunities to collaborate as visible team members with school staff (i.e. classroom teachers, consultants, guidance counselors, other school related personnel, administrators).</p>	<ol style="list-style-type: none"> <li>1. Understand the essential roles of paraprofessionals in the classroom and in the school.</li> <li>2. Request time on a weekly basis to discuss and plan learning strategies for students with the appropriate members of the staff.</li> <li>3. Collaborate, plan and implement appropriate individual and/or small group tutoring activities/lessons for students in need of assistance.</li> </ol>
<p><b>C.</b> Utilize time, talents, and skills to support student learning and social integration into the schooling process.</p>	<ol style="list-style-type: none"> <li>1. Identify your special interests, skills, and training.</li> <li>2. Confer on a daily/weekly basis regarding the scheduling of activities that support student academic achievement.</li> <li>3. Set goals that are specific, achievable, and measurable.</li> </ol>
<p><b>D.</b> Recognize and understand that paraprofessionals are visible resource links to the community</p>	<ol style="list-style-type: none"> <li>1. Assist parents in building community support and resources.</li> <li>2. Identify and utilize the relationships with community groups (i.e., Girl Scouts, Youth Groups, Community Action Programs, etc.).</li> <li>3. Focus on the role as a liaison connecting the culture of the community and the culture of the school.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>E.</b> Ensure that the school and the district optimize paraprofessional relationships with students.</p>	<ol style="list-style-type: none"> <li>1. Become neighborhood mentors and role models for students.</li> <li>2. Encourage school policies (i.e., discipline codes) that give full recognition and support of paraprofessionals when they are assigned to supervise students.</li> <li>3. Serve as tutors for individual students and small groups when planning instructional activities for the classroom.</li> <li>4. Participate in prescribed reinforcement activities for students.</li> <li>5. Participate in planning activities for identified students.</li> <li>6. Collaborate, confer and report regularly to appropriate staff members on student progress so successes are measured and areas of needs are addressed in order for students to achieve success.</li> </ol>

# VI: ADMINISTRATORS

**Preamble:** Recognizing that the school site administrators exercises authority and influences the actions of students, staff, faculty, parents and families, we ask that such authority and influence be systematically directed to the development and implementation of educational programs which maximize the academic growth of each Black child; we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Maximize the time principals are visible and accessible to pupils and staff.</p>	<ol style="list-style-type: none"> <li>1. Defer activities which can be done after pupils leave school.</li> <li>2. Schedule and make regular classroom visits.</li> <li>3. Schedule and make regular visits to hallways and other areas of the site.</li> <li>4. Make nonscheduled visits frequently with feedback to teacher and staff.</li> <li>5. Delegate and monitor activities which are not priorities.</li> <li>6. Develop and publicize the principal's expectations of pupils, teachers, and staff.</li> <li>7. Share with parents the principal's plans for observation of teachers and their performance assessment categories.</li> </ol>
<p><b>B.</b> Convene stakeholders to develop expectations for students and performance standards for teacher.</p>	<ol style="list-style-type: none"> <li>1. Publicize expectations for pupils, teachers, and staff.</li> <li>2. Develop and implement teacher development programs designed to improve performance in areas of identified weaknesses.</li> <li>3. Recognize exemplary performance of students, parents, and staff.</li> </ol>
<p><b>C.</b> Require administrators to help teachers upgrade their performance in the school. Involve each teacher in the planning and implementation of staff development activities.</p>	<ol style="list-style-type: none"> <li>1. Help teachers to assess their needs and provide necessary support.</li> <li>2. Help each teacher to be better prepared for classroom duties.</li> <li>3. Provide each teacher with classroom management models.</li> <li>4. Provide classroom teaching models.</li> <li>5. Communicate, when appropriate, all matters relating to pupils performance.</li> <li>6. Identify and discuss with the teacher those strengths and weaknesses that were observed during regularly scheduled observations of teacher performance.</li> <li>7. Develop and implement teacher development programs designed to improved performance in areas of identified weaknesses.</li> <li>8. Develop school goals with the assistance of staff, families and community.</li> <li>9. Hold staff accountable for improvement based on school goals.</li> <li>10. Require total staff self-evaluation.</li> <li>11. Provide for intra-school and inter-school visitation of facility.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>12. Provide resources for each teacher that will assist them in improving the teacher's knowledge of Black history and culture.</li> <li>13. Provide grade level/subject matter articulation K-12.</li> </ol>
<p><b>D.</b> Improve the process for assigning principals and other administrators to schools and other district offices.</p>	<ol style="list-style-type: none"> <li>1. Analyze current recruitment, selection and assignments practices of the school district as they relate to administrators.</li> <li>2. Identify administrators who have demonstrated success with African-American populations and isolate their characteristics, methods and behaviors as assignment criteria.</li> <li>3. Modify recruitment, selection, and assignment procedures as necessary to assure that outstanding candidates will be attracted to, selected and assigned to, schools with Black student populations.</li> <li>4. Provide opportunities for effective principals to share their strategies and techniques with other principals and potential candidates for the principalship.</li> <li>5. Publicly recognize and validate exemplary work by fellow educators.</li> </ol>
<p><b>E.</b> Make the principal accountable for knowing and providing instructional programs which teach more than basic skills (e.g., arts, technology and business).</p>	<ol style="list-style-type: none"> <li>1. Require the principal to state with specificity to teachers, parents and community those skills needed by the pupils attending the school.</li> <li>2. Require the principal to specify the method to be used by the principal to assure that those skills are taught in the school.</li> <li>3. Require the principal to specify how teaching skills will be measured in the school.</li> <li>4. Require the principal to specify what will be done if, upon measurement, it is determined that the identified skills have not been taught in the school.</li> <li>5. Require the principal to explain to parents and the community the extent to which recognized effective teaching techniques are being used or are becoming a part of the acceptable techniques in the school.</li> <li>6. Define and articulate acceptable criteria or competencies which match post-secondary entrance requirements, or employer expectations.</li> <li>7. Assume responsibility for developing skills, talents and competence among peers and engaging policymakers as partners in planning.</li> </ol>
<p><b>F.</b> Require the principal to develop and implement effective means of involving parents and family in the school.</p>	<ol style="list-style-type: none"> <li>1. Establish inviting, welcoming climate for parents and families. Arrange both day and evening time when parents are invited to the school.</li> <li>2. Schedule times when parents may visit without having made a prior appointment.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>3. Inform parents and families of effective techniques for involvement.</li> <li>4. Encourage and reward home visits by teachers.</li> <li>5. Provide regularly to parents and families a schedule of school events.</li> <li>6. Develop and periodically distribute a parent handbook.</li> <li>7. Solicit help from religious bodies, community organizations, and businesses to increase family involvement.</li> <li>8. Require each teacher to inform parents of objectives relating to individual student learning and behavior.</li> <li>9. Require principals to cultivate attitudes among faculty and staff that make schools more "parent and family-friendly."</li> <li>10. Utilize available technology to improve and maintain two-way home-school communication.</li> </ol>
<p><b>G.</b> Develop a strategic and tactical plan for achieving academic excellence at the school site.</p>	<ol style="list-style-type: none"> <li>1. Measure and report the involvement of all stakeholders to the school community.</li> <li>2. Utilize an appropriate needs assessment strategy.</li> <li>3. Develop a mission statement</li> <li>4. Develop objectives and activities appropriate for achieving the goals of the mission statement.</li> <li>5. Develop and publicize an implementation strategy.</li> <li>6. Provide an assessment procedure. Redesign programs and procedures as indicated by the assessment.</li> <li>7. Sponsor student leadership conferences through planning with students, parents, and community, businesses and organizations.</li> <li>8. Create a calendar of opportunities to reinforce and support fellow administrators.</li> </ol>
<p><b>H.</b> Accept the responsibility for maintaining a safe, drug-free, peaceful campus.</p>	<ol style="list-style-type: none"> <li>1. Develop and implement at least one effective self-esteem program.</li> <li>2. Develop programs for critical thinking, problem solving and life skills.</li> <li>3. Provide conflict management/resolution services for teachers, students and families.</li> <li>4. Provide parents with an awareness program for supportive strategies and techniques for a drug-free and safe environment at home and at school.</li> <li>5. Seek government, corporate, and community agencies and organizations to establish anti-violence, anti-gang, and anti-drug programs.</li> <li>6. Establish programs to promote peace and celebration of life.</li> <li>7. Implement a substance awareness program.</li> <li>8. Allow no weapons or illegal drugs on campus.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>9. Accept and act appropriately on reports of weapons from student, faculty, and staff.</li> <li>10. Teach methods of conflict resolution as part of regular school curriculum.</li> <li>11. Distribute substance abuse prevention, treatment, and anti-violence literature.</li> </ol>
<p><b>I.</b> Advance and promote technology appropriate to function effectively in the 21<sup>st</sup> Century.</p>	<ol style="list-style-type: none"> <li>1. Become proficient with application software.</li> <li>2. Plug into the Internet and make it accessible at every school.</li> <li>3. Purchase publications which inform educators, students and families about trends and innovations in technology.</li> </ol>

# VII: POLICYMAKERS

**Preamble:** Recognizing that policymakers have the ultimate authority to plan and provide for effective educational policies and programs, we ask that this weighty influence be directed the goals of achieving educational equity and excellence for Black children. We therefore commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Eliminate and replace those policies and practices that are institutionalized but obsolete.</p>	<ol style="list-style-type: none"> <li>1. Review and analyze systematically all existing school district policies and practices.               <ol style="list-style-type: none"> <li>a. Identify, prioritize, isolate and eliminate those policies and practices most detrimental to the effective education of Black Children.</li> <li>b. Adopt a program of corrective action consistent with the priorities.</li> </ol> </li> <li>2. Adopt policies which require teachers of Black students to demonstrate knowledge about the history, culture, and language of Black people.</li> <li>3. Require teachers of Black students to have successful pre-service or supervised in-service experience with Black students.</li> <li>4. Advocate that the National Standards Board for Teachers Selection incorporate in its criteria recognition of the special needs of Black students, teachers, and principals.</li> <li>5. Adopt and implement a clear affirmative action hiring and promotional policy to assure parity for Blacks in the education system.</li> <li>6. Adopt a policy which assures that some faculty and staff represent the racial/ethnic makeup of the student body.</li> <li>7. Adopt a policy which requires that all screening and hiring committees include Black members.</li> <li>8. Become thoroughly familiar with the "Oversight on School Discipline" hearing, held before the Subcommittee on Elementary, Secondary, and Vocational Education (House Committee on Education and Labor, January 23/24, 1984).</li> </ol>
<p><b>B.</b> Develop polices aimed at providing a safe and effective or high quality learning environment at all schools.</p>	<ol style="list-style-type: none"> <li>1. Develop, review and evaluate current and proposed legislation and other policies, to ensure they avoid the victimization of Black children.</li> <li>2. Communicate with and provide information to other policymakers' advocacy and monitoring groups as necessary.</li> <li>3. Provide the knowledge resources and assistance to parents, students, teachers, administrators, community organizations, business and others that have an impact on the education of Black children to avoid their victimization as it relates to all federal and state legislation:               <ol style="list-style-type: none"> <li>a. ESEA Title I</li> <li>b. School-to-work;</li> <li>c. National Community Services Trust Act;</li> <li>d. Special Education and ESEA (Title 6);</li> <li>e. Goals 2000: Education America Act;</li> <li>f. Crime Bill; and</li> <li>g. Related federal, state and local legislation, statutes and ordinances.</li> </ol> </li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>4. Develop and present policy models that reduce the over-representation of Black students referred for discipline, exclusion, suspension, or expulsion.</li> <li>5. Develop and present policy models that reduce the number of Black students who drop out.</li> <li>6. Develop and present local, state, and federal policies that assure funding addresses the needs of Black students as outlined in the Blueprint for Action.</li> <li>7. Advocate the reauthorization of all federal, state and local education-related legislation in a manner which assures maximum benefit to Black students:             <ol style="list-style-type: none"> <li>a. Educate legislators to reinstate mandatory and meaningful parental involvement.</li> <li>b. Educate constituency and others to assure that reauthorization allocates full funding and is based on an equitable formula.</li> <li>c. Educate constituency and others to assure that reauthorization allocates full funding for academic and social programs needed by children “at risk.”</li> <li>d. Obtain information and educate the constituency and others on how to examine, evaluate and select newly developed assessment/evaluation techniques to avoid the victimization of Black children.</li> </ol> </li> <li>8. Address issues of attracting, recruiting, and retaining Black teachers.</li> <li>9. Provide scholarships and loans through federal, state, and local levels with funds targeted for Black families.</li> <li>10. Avoid expenditures in all programs which do not clearly reflect the emphasis on the opportunity to learn.</li> <li>11. Policymakers shall examine the issues of desegregation to avoid the continued victimization of Black children in racially isolated schools.</li> </ol>
<p><b>C.</b> Adopt policies and practices that facilitate school personnel interaction with community and social services agencies.</p>	<ol style="list-style-type: none"> <li>1. Encourage interaction with those organizations focusing on the preservation and stabilization of Black families.</li> <li>2. Establish programs and procedures for utilizing the resources of civic, social and religious organizations within the Black community.</li> <li>3. Encourage local groups and lodges to come and talk about the need for involvement, as in gender-focused or theme-modeled (math, science, technology) educational support.</li> <li>4. Be informed on what external groups can do. Outline suggested action recommendations.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<p>5. Call on leadership groups such as the NAACP, the National Urban League, etc., to rally other groups to work with school board members; have them set clear goals – long range (5 to 10 years) – establish high performance outcomes for Black students. For example:</p> <ul style="list-style-type: none"> <li>a. Within 10 years, Black children in each grade in the district will score, as a group, at or above average national norms on standardized tests.</li> <li>b. Within 5 years, the percentage of black and white enrollment in college preparatory programs will be approximately the same.</li> </ul>
<p><b>D.</b> Assure that recognition and appropriate incentives are directly related to the success of Black students.</p>	<p>1. Mandate district-wide evaluation policy based on the improvement of Black student achievement.</p> <ul style="list-style-type: none"> <li>a. Require that all evaluation and assessment instruments used in the evaluation and placement of Black children be reliable, valid and unbiased in order to avoid the victimization of Black children.</li> <li>b. Require that the results of all testing be used to enhance the achievement of Black Children.</li> <li>c. Restrict excessive testing, evaluation and assessment of Black children.</li> <li>d. Enforce those requirements of Title I and other special funding which makes unlawful the use of special funding to support existing school programs.</li> <li>e. Consider “reconstitution” and other similar techniques to make those responsible for the delivery of high quality education for kids responsible for their failure.</li> <li>f. Be responsible for reviewing the student achievement and failures, school support and resources, and to compare them with norms when found lacking, and formulate corrective strategies for improvement. Make sure federal and state monitoring guidelines are enforced.</li> <li>g. Develop some method to assure that special fund dollars are spent in a manner to improve student achievement.</li> </ul> <p>2. Evaluate and reward schools based on the performance of Black students in at least the following areas:</p> <ul style="list-style-type: none"> <li>a. improved academic achievement;</li> <li>b. improved attendance;</li> <li>c. decreased suspensions;</li> <li>d. decreased dropout rates; and</li> <li>e. increased college eligible rate.</li> </ul> <p>3. Provide school incentives to encourage superior teachers to remain in the classroom.</p>
<p><b>E.</b> Encourage school-business partnership.</p>	<p>1. Promote adopt-a-school arrangements targeting businesses that support the public schools and Black business people.</p> <p>2. Promote talent-mentoring partnerships.</p>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	3. Require documentation and recognition of successful partnerships as models.
<b>F.</b> Develop and present instructional policy models that meet the needs of Black students.	1. Match teaching styles with student learning styles for improved instructional outcomes. 2. Assign teaching staff based upon the needs of Black students and related school programs. 3. Assure gender fair instruction, focusing on achieving equity of Black males and Black females. 4. Eliminate policies that promote disparity in student performance between Black students and their peers in other ethnic groups.
<b>G.</b> Develop policies that promote and support high standards of academic excellence and cultural awareness.	1. Develop policies that focus on basic skills followed by higher cognitive and effective skills development. 2. Develop policies that focus upon those aspects of the Black experience which offer the greatest potential to sustain the "effort" required to achieve excellence (e.g., prominent displays of achievements by Blacks in science, inventions, social justice, educational attainment, business success, elective offices.
<b>H.</b> Recognize and understand the concept of "privatization" as it relates to Public Education.	1. Acquire knowledge which enables policymakers to evaluate proposals effectively. 2. Examine all proposals relating to privatization to ensure that they avoid the victimization of Black children families and communities. 3. Gather and disseminate information about privatization. 4. At the initial consideration of privatization, policymakers will convene all shareholder groups to assist in evaluating proposals.

# VIII: HIGHER EDUCATION

**Preamble:** Recognizing that higher education is essential for success in the post-industrial world, we reaffirm the pluralism and diversity of the American post-secondary system as an instrument for maximizing the opportunity to learn, graduate, and function competently in a global society. Therefore we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p>Students will</p> <p><b>A.</b> Accept responsibility for participation in all activities designed to ensure graduation.</p>	<ol style="list-style-type: none"> <li>1. Attend all scheduled classes, participate in class activities, and complete all class assignments.</li> <li>2. Actively seek and participate in academic support services such as study groups, tutoring, and faculty advisement.</li> <li>3. Form networks with other African-American students to enhance self-esteem and to build mutual support.</li> <li>4. Serve as a mentor or tutor for other African-American students at any level – elementary, secondary and collegiate.</li> </ol>
<p><b>B.</b> Understand rights and responsibilities relative to acquiring the best education possible.</p>	<ol style="list-style-type: none"> <li>1. Attend and participate in pre-college and college orientation activities.</li> <li>2. Read the institutional publications on policies and procedures (e.g., college catalogue, student handbook).</li> <li>3. Learn protocol and procedures for obtaining accurate academic advisement.</li> <li>4. Become life-long learners.</li> </ol>
<p>Faculty and Administrations will:</p> <p><b>A.</b> Increase recruitment and retention through graduation of African-American students by 10% each year over the next 10 years.</p>	<ol style="list-style-type: none"> <li>1. Adopt or establish partnerships with K-12 schools with large numbers of African-American students and provide ongoing activities and programs so that college becomes a natural extension of their K-12 programs.</li> <li>2. Provide comprehensive pre-college and in-college student support services.</li> <li>3. Increase financial assistance (e.g., work/study opportunities, scholarships, tuition remission, assistantship, financial aid packages).</li> <li>4. Provide adequately trained peer and faculty mentors and tutors.</li> <li>5. Support student-formed study groups by providing access to campus facilities on a flexible schedule.</li> <li>6. Support centers and clubs that enhance ethnic pride while encouraging participation in all aspects of college life.</li> <li>7. Establish a systematic means of providing support and reinforcement for students who are experiencing academic difficulty.</li> <li>8. Assess conventional staffing patterns and practices and determine changes necessary to better challenge and prepare facility/staff/administrators who interact with African-American students.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>9. Provide incentives for faculty who are successfully teaching and mentoring African-American students.</li> <li>10. Provide incentives for faculty who are successfully teaching and mentoring African-American students.</li> <li>11. Recruit and retain more African-American faculty/staff/administrators dedicated to better serve all students.</li> <li>12. Forge formal partnerships with such organizations as the National Alliance of Business (NAB), Association of Black Psychologists, American Medical Association, Future Teachers of America, National Organization of Black Chemists, Chemical Engineers, national Association of Black Accountants, et al., to provide professional contracts and on-the-job experiences for each student.</li> <li>13. Establish a process to ensure academic support from Grade 8 to post-secondary matriculation or journeyman certification.</li> </ol>
<p><b>B.</b> Produce qualified, competent, knowledgeable, caring teachers for elementary and secondary schools.</p>	<ol style="list-style-type: none"> <li>1. Meet professional standards set by the National Council for Accreditation of Teacher Education (NCATE) for teacher education programs.</li> <li>2. Work cooperatively with colleges/departments of liberal arts and sciences to ensure high-quality instruction in content courses that also stress application of the subject matter to elementary and secondary school classes.</li> <li>3. Develop inquiry-based teaching strategies that encourage students as questioners, decision-makers, and problem solvers.</li> <li>4. Instruct pre-service personnel in effective classroom management techniques and skills that are grounded in research-based effective teaching and learning strategies.</li> <li>5. Instruct pre-service personnel in child development and learning, curriculum development, planning, instruction, and assessment so that they are equipped to instruct the young, fairly interpret student behavior, avoid misdiagnosis, miseducation, and inappropriate tracking.</li> <li>6. Enforce rigorous standards for teacher preparation, including understanding of racial, cultural, social, and ethnic backgrounds of America's diverse population so that they may interact effectively with all students, their parents, and professional colleagues.</li> </ol>
<p><b>C.</b> Accept the responsibility for maintaining a safe, drug-free, peaceful campus.</p>	<ol style="list-style-type: none"> <li>1. Allow no weapons or illegal drugs on campus.</li> <li>2. Accept and act appropriately on reports of weapons from student, faculty and staff.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>3. Teach methods of conflict resolution and mediation.</li> <li>4. Distribute substance abuse prevention, treatment, and antiviolence literature.</li> </ol>
<p>Parents and families will:</p> <p><b>A.</b> Encourage and support their student’s enrollment and graduation from post-secondary institutions.</p>	<ol style="list-style-type: none"> <li>1. Become familiar with the academic requirements needed for post-secondary enrollment, and ensure the completion of these classes in high school.</li> <li>2. Become familiar with available scholarships and other financial resources; know the application process and meet the timelines.</li> <li>3. Monitor the student’s progress in post-secondary institutions. Young adults still need guidance and support.</li> <li>4. Encourage students to take full advantage of the post-secondary year, and participate in a variety of activities.</li> <li>5. Encourage academic excellence.</li> </ol>

# XI: COMMUNITY AND BUSINESS

**Preamble:** Recognizing that higher education is essential for success in the post-industrial world, we reaffirm the pluralism and diversity of the American post-secondary system as an instrument for maximizing the opportunity to learn, graduate, and function competently in a global society. Therefore we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Maximize the time community groups interact with the educational system, such as local schools, districts, areas, and regions.</p>	<ol style="list-style-type: none"> <li>1. Develop a clear set of minimum expectations as they relate to student academic achievement and behavior.</li> <li>2. Identify the key actors in the policy and decision-making process such as school board members, principals, and regional superintendents. Target energies toward the most appropriate level.</li> <li>3. Learn the official "chain of command" and the appropriate protocols for interaction.</li> <li>4. Be prepared to move to "the next level" of decision making.</li> <li>5. Pick targets that are likely to present quick and long lasting success.</li> <li>6. Expect success.</li> <li>7. Identify other community groups which may share your ideas.</li> <li>8. Encourage members of the community group to which you belong to run for office (i.e. school board).</li> <li>9. Identify and work to elect persons who have interests which complement or align with the interests of your community organization.</li> <li>10. Monitor the performance of elected officials.</li> </ol>
<p><b>B.</b> Monitor student outcomes.</p>	<ol style="list-style-type: none"> <li>1. Obtain hard data, such as reading scores, mathematics scores, attendance figures, dropout rates, number of pupils progressing to the next educational level from Board of Education offices.</li> <li>2. Consider subjective variables that relate to school culture and that may be more valuable than some objective measures.</li> <li>3. Emphasize the teaching of science, mathematics, and technology.</li> <li>4. Disaggregate and review performance data by ethnic group, gender, and grade.</li> <li>5. Support the teaching of both science and mathematics as the earliest grade levels.</li> <li>6. Encourage performance-based assessment of students.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>C.</b> Become familiar with and discuss local school districts' current mission and goals statements.</p>	<ol style="list-style-type: none"> <li>1. Principle of Purpose – To what extent does the district: <ul style="list-style-type: none"> <li>▪ articulate a set of purposes that provides long-term directions?</li> <li>▪ value the importance of employees understanding the purposes of the district's mission?</li> <li>▪ value the importance of decisions being made with consideration of the purposes?</li> </ul> </li> <li>2. Principles of Empowerment – To what extent does the district: <ul style="list-style-type: none"> <li>▪ value empowering employees throughout the district to assist in the district's mission?</li> <li>▪ value equal opportunity to access information, support, and resources?</li> <li>▪ view power as an expanding entity throughout the organization?</li> </ul> </li> <li>3. Principles of Decision Making – to what extent does the district: <ul style="list-style-type: none"> <li>▪ support the decentralization of decisions as close to the local school as possible?</li> <li>▪ value opportunity for input in district-wide decisions?</li> <li>▪ value decisions being made by those who are directly affected by them?</li> </ul> </li> <li>4. Principles of Belonging – To what extent does the district: <ul style="list-style-type: none"> <li>▪ value commitment to the development of the individual within the district?</li> <li>▪ treat individual employees as significant stakeholders in the organization?</li> <li>▪ value a “we spirit” and feeling of ownership in the organization?</li> </ul> </li> <li>5. Principles of Trust and Confidence – To what extent does the district: <ul style="list-style-type: none"> <li>▪ believe that employees act in the best interests of students and the organization?</li> <li>▪ have confidence in the expertise of staff members to make wise decisions?</li> <li>▪ believe that employees will respond with their best efforts when appropriately recognized.</li> </ul> </li> <li>6. Principles of Excellence – To what extent does the district? <ul style="list-style-type: none"> <li>▪ value high standards and high expectations?</li> <li>▪ value an atmosphere encouraging all staff members to “stretch and grow”?</li> <li>▪ believe in investing in the potential of district employees?</li> </ul> </li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<p>7. Principles of Recognition and Reward – To what extent does the district:</p> <ul style="list-style-type: none"> <li>▪ value offering incentives to encourage innovation and risk-taking?</li> <li>▪ believe in recognizing employees and students who achieve significant accomplishments?</li> <li>▪ believe in investing in the potential of district employees?</li> </ul> <p>8. Principles of Caring – To what extent does the district:</p> <ul style="list-style-type: none"> <li>▪ value the well-being and personal concerns of the employees?</li> <li>▪ believe in employees sharing themselves in an open and trusting manner?</li> <li>▪ take a personal interest in the professional development and career of employees?</li> </ul> <p>9. Principles of Integrity – To what extent does the district:</p> <ul style="list-style-type: none"> <li>▪ value differences in individual philosophy and personality?</li> <li>▪ value and encourage differences in teaching styles and philosophy?</li> <li>▪ believe that schools are inevitably different, calling for flexibility in teaching and learning approaches?</li> </ul> <p>10. Principles of Professional Demeanor – To what extent does the district:</p> <ul style="list-style-type: none"> <li>▪ encourage employees to be positive role models?</li> <li>▪ encourage parents to support and model exemplary behavior as a benefit to the child’s growth and development?</li> <li>▪ encourage students to demonstrate exemplary behavior as a result of the models which they see at home and at school?</li> </ul>
<p><b>D.</b> Develop a technology center.</p>	<ol style="list-style-type: none"> <li>1. Develop a computer technology area that provide state-of-the-art information supplied by the business community and school system.</li> <li>2. Encourage religious communities to secure computers that can connect educational information and family involvement through “Internet,” “American OnLine,” etc.</li> <li>3. Connect to and video tape satellite town meetings provided monthly by the U.S. Department of Education and others.</li> <li>4. Contact specialists in the area of technology through the university, community college, businesses, and secure their expertise in setting up technology centers in religious institutions.</li> </ol>

# X: RELIGIOUS COMMUNITIES

**Preamble:** Recognizing that collaboration with students, families, schools, businesses, community organization, and higher education institutions provide spiritual, academic, social, and emotional support to students in order to assist in student’s educational development, we commit to:

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>A.</b> Focus on the educational components within schools that involve students and families.</p>	<ol style="list-style-type: none"> <li>1. Establish relationships between schools and religious organizations as appropriate.</li> <li>2. Invite the principal and/or school staff to activities held at the religious institutions.</li> <li>3. Acknowledge and support the principal and staff with identified educational programs.</li> <li>4. Share the school’s educational program with religious organizations.</li> <li>5. Provide information regarding upcoming school events with members of religious organizations.</li> <li>6. Establish an “education committee” within each religious institution in order to support school programs and activates.</li> </ol>
<p><b>B.</b> Acknowledge students’ achievement within the school program.</p>	<ol style="list-style-type: none"> <li>1. Acknowledge and share special school recognitions, awards, and achievements of students through announcements, bulletin boards, and recognition programs in religious institution.</li> <li>2. Allow students to identify ways within their religious organizations to support their achievements, such as good grades, perfect attendance, citizenship awards, activities where outstanding achievement has been noted.</li> <li>3. Plan a special program for students who have made accomplishments within the school program such as a “Student Appreciation Day,” certificates of achievement, special pins, buttons, etc.</li> <li>4. Provide students an opportunity to develop an educational youth group that shares ideas with other students on how they have achieved success in school.</li> <li>5. Display an honor roll that recognizes accomplishments of students.</li> </ol>
<p><b>C.</b> Establish educational programs such as tutorial, peer support, mentors, and weekend and summer camps.</p>	<ol style="list-style-type: none"> <li>1. Develop tutorial programs that assist students with homework and special projects.</li> <li>2. Establish a “Students Helping Students” program to assist in cooperative learning and peer educational support.</li> <li>3. Organize mentoring programs that lists the accomplishments and skills of adults who can share their expertise with students.</li> <li>4. Provide a speakers’ program comprised of adults and students who will talk about motivational and inspirational topics designed to assist youth in managing the difficulties of adolescence.</li> <li>5. Have students develop a notebook comprised of study skills and learning techniques to enhance achievement within the school program.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
	<ol style="list-style-type: none"> <li>6. Establish weekend and summer camp programs which focus on science, mathematics, and technology programs that enhance students' educational achievement.</li> </ol>
<p><b>D.</b> Develop inspirational programs within each community's religious organizations; these programs should highlight accomplishments of individuals who have achieved in spite of difficulties.</p>	<ol style="list-style-type: none"> <li>1. Have a monthly book-sharing of individuals who have accomplished greatness in spite of difficulties.</li> <li>2. Share audio and video tapes on individuals who succeeded against the odds.</li> <li>3. Provide students with poems, religious verses, and inspirational messages.</li> <li>4. Develop a "Student Help File" that students can refer to when encountering difficulties at school, at home, or in the community.</li> </ol>
<p><b>E.</b> Develop a family educational support program designed to enhance student and parent communication.</p>	<ol style="list-style-type: none"> <li>1. Provide opportunity for families to acquire information on how to support their child in the educational process.</li> <li>2. Share with parents and students positive ways to communicate a problem.</li> <li>3. Invite counselors, social workers, child specialists to discuss families issues.</li> <li>4. Compile a list of community resource agencies that can assist with counseling, learning assessment, educational program information.</li> <li>5. Contact school and district officials for information on school programs that support family involvement.</li> <li>6. Encourage the use of computers and technology in the learning process.</li> </ol>
<p><b>F.</b> Establish prevention programs for students and parents.</p>	<ol style="list-style-type: none"> <li>1. Stress the use of proverbs, affirmations, fables, axioms, adages, sayings, values, principles, rituals, and ceremonies which guide our young people in ways to conduct their affairs, endeavors and relationships.</li> <li>2. Develop a dropout prevention program for students who demonstrate behavioral characteristics that foster dropping out of the school program.</li> <li>3. Provide students with appropriate information regarding teenage pregnancies and sexually transmitted diseases.</li> <li>4. Provide students with appropriate information regarding the use and abuse of alcohol, drugs, and other dangerous chemical dependencies that are destructive to them.</li> <li>5. Maintain ongoing counseling information to assist students and families to prevent behavioral, emotional, and social disorders in the home, school, and community.</li> </ol>

ACTION ITEMS	IMPLEMENTATION ACTIVITIES
<p><b>G.</b> Develop a youth and family social calendar that provides opportunities for students to socialize with each other and their families</p>	<p>6. Establish programs that assist students in the appropriate use of leisure time to prevent unproductive peer influence that leads to gang affiliation, crime, and difficulties with home, school officials and law enforcement personnel.</p> <p>1. Provide activities for youth to promote alternatives to negative group activities, such as gangs.</p> <p>2. Promote and publicize activities such as talent shows, skating parties, dances, and movie nights.</p> <p>3. Promote sport activities such as softball games, tennis lessons, volleyball programs, that involve both youth and families.</p> <p>4. Promote outdoors gatherings such as picnics, hikes, nature walks, etc., with youth and families to promote sharing of these activities.</p> <p>5. Connect social activities with students and families with neighboring religious organizations in the local community or within the city to promote social participation with students and families from various cultures.</p> <p>6. Provide opportunities for students and families to connect with civil and social organizations that can plan a special night of entertainment for students and families.</p> <p>7. Provide family chaperone services as needed.</p>

# National Council on Educating Black Children

NCEBC

## Collaborating Organizations

*American Federation of Teachers*

*National Alliance of Black School Educators*

*National Association for the Advance of Colored People*

*National Association of Social Workers*

*National Black Child Development Institute*

*National Commission on African-American Education*

*National Coalition of Chapter I Parents*

*National Education Association*

*National Urban League*

*The Washington Urban League*

February 26, 1986

***“Black children are the proxy for what ails American education in general. And so we fashion solutions which help Black children, we fashion solutions which help all children.”***

*The Honorable Augustus F. Hawkins, Founder*

**TEAR-OFF PAGE**  
**FEEDBACK FORM: A BLUEPRINT FOR ACTION**  
**NATIONAL COUNCIL ON EDUCATING BLACK CHILDREN**

The National Council on Educating Black Children is pleased that you have a copy of A Blueprint for Action. This document was designed to provide a framework for think about and developing action plans for improving the academic achievement of African-American students. Please use this page for comments, suggestions, revisions, and additions. Also we want to know how you use or intend to use the Blueprint in your community. After you have completed this page, please tear if off and mail it to the address below.

Thank you for your cooperation and support

General Comments about the Blueprint:

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How have you used the Blueprint?

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Which stakeholders were addressed?

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Was an action plan developed? If so, briefly describe your plan.

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What were the most beneficial aspects of this document?

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What action items were most helpful?

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(over)

What implementation activities were used or developed?

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What changes would make this document more “user friendly?”

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Have you shared the Blueprint with others? Yes \_\_\_\_\_ No \_\_\_\_\_

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From whom or from what source did you acquire the Blueprint?

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What issues, concerns, or ideas would you like to share with other Blueprint users?

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If you would like to work with or contribute to NCEBC, please complete the following and fax it to (310) 377-0060 or (415) 452-4924.

If you wish, please indicate your:

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