

# Now what ...?

## Committee Planning Session ***EDUCATION IS A CIVIL RIGHT***

August 25, 2007  
The Fitzgeralds Hotel, Las Vegas, Nevada



## Outline of Today's Session

1. Setting the Stage
2. Four Focus Areas
3. Levers for Action
4. Framework for Implementation
5. Implementation Milestones

## Four Focus Areas

1. Implement educational policies and practices (including personnel assignments, training and evaluation) that advance and promote **educational excellence for all African American students**.
2. Improve **high school graduation rates** for all African American students.
3. Improve the education progress and status of African American male and female students by **understanding and coping with gender-specific needs**. A special focus must address the causes of, and solutions to, the underachievement of African American male students.
4. Provide **support for parents and families** of underachieving African American students.

## Now what ...?

1. Begin to implement elements of The Agenda that can be implemented immediately => i.d. one or more schools we can implement and what aspects of The Agenda.
2. Identify which items to implement and when (sequence).
3. Pilot program for targeted Male students , by rallying other stakeholders around something NOW. Get started– doesn't have to be large and grandiose.
4. How do we get the students to be response-able.
5. What we can focus on immediately, to get things going now.
6. Plan to utilize/engage the people who came to the October 2006 gathering (about 2000 participants, 500 of whom signed up to do something).
7. What must we do about African American students? Begin to dialog with educators in ways that will make education of AA students a priority for discussion.
8. A **campaign strategy** re: how to work with districts, other groups, etc. -- “It's ok to help our own!”
9. Tap into existing programs (e.g., Noma's effort; Singleton's; etc.)
10. Are we going to include/exclude Latino's? What form will our collaboration take?
11. **Legislation**– esp. re: parental responsibility
12. Culturally responsive strategies; teaching Black kids their history, culture, etc.
13. Getting teacher buy-in; kid buy-in; take ‘baby steps;’ something we can do right away, is measurable, etc.)
14. Embrace a holistic philosophy– everything is connected anyway; short-term action & targets)
15. Hold the **institution** accountable; find who the **decision makers** are so we can interact with them; parcel out responsibilities to each other
16. We need **models** of gender-specific approaches
17. Coalescing our energies to maximize the pressure on the system
18. Long-term – short-tem; focus on results; ensure **transferability**; need external energy to keep things going “THIS CAN BE DONE!
19. Tie in with current programs/pilots (e.g., Noma's in LAUSD)





## Levers for Action

1. Judicial system
2. Policy Advocacy/Institutional Accountability
3. Grassroots organizing  
(Community organizing)
4. Political/Legislative (“ballot box”)
5. Local implementation (pilot programs, demo sites, etc.)



## Top down



- Holding the institution accountable
- State/National campaign strategy

## Bottom up



- Local implementation (pilot; demo site)





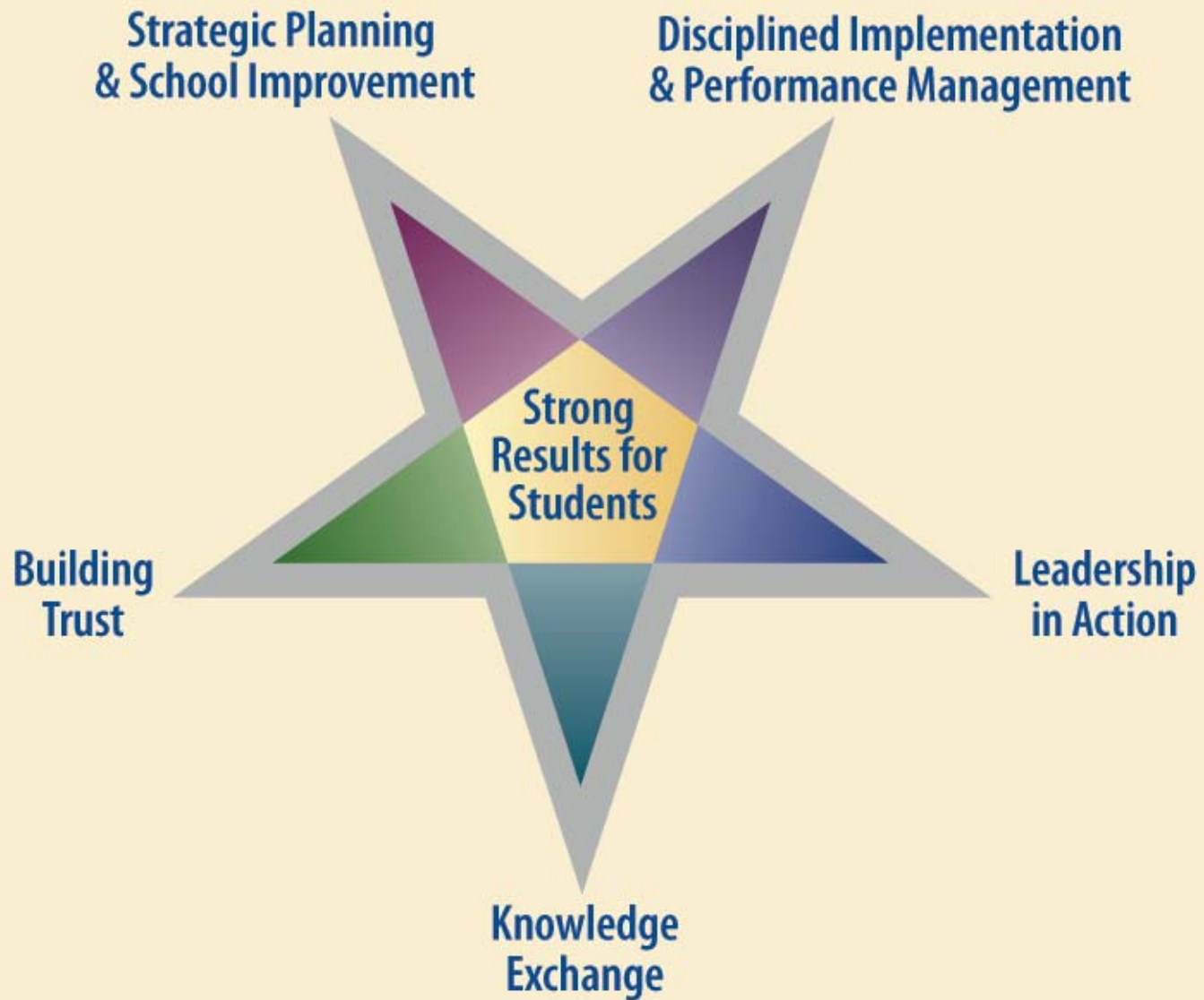
PERFORMANCE

*fact*

At Performance Fact, we are convinced that achieving strong, positive and consistent results for all students is within the power and reach of every school, without exception.

Making that goal a reality demands courageous leadership, accountable action and a fearless focus on what matters most. Working with educational leaders to build the capacity for strong results at an accelerated pace is what we are committed to and what we do best.

**Our Mission: Building leadership for courageous and accountable action in public education.**



Mutiu

Fagbayi

“Moo-tee-oo”

“Fa-gb-ayee”

