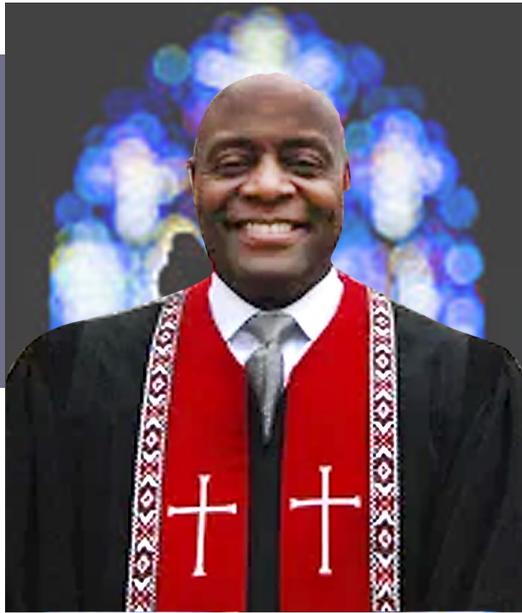


*Implementation Guide:*  
A Companion Resource with  
The National Black Church Initiative's  
*Comprehensive Education Framework:*  
Policy and Engagement Strategies for  
Modus Operandi







Rev. Anthony Evans

## The Imperative to Reaffirm our Public and Moral Voice in Educational Affairs

On March 16, 2016, under my leadership, the Nation Black Church Initiative issued a press release declaring a national education emergency in the African community and presented a Comprehensive Education Strategy known as the National Black Church Initiative's *Comprehensive Education Framework: Policy and Engagement Strategies for Modus Operandi* (2016).

Today, I am pleased to publish this *Implementation Guide: A Companion Resource* to accompany The National Black Church Initiative's *Comprehensive Education Framework* (2016) as an important resource to better understand the holistic vision for enhancing the educational and social outcomes of African American students. All of our colleagues, friends and supporters will be more clearly aware of and informed by our strategy going forward. Our efforts within this programmatic area fall under the National Black Church Initiative Educational Initiative and will be entitled, *Path Forward for African American Students in the 21st Century*.

Over the last 400 years in this country, the single most reason we have been successful is because of our abiding faith in God the father and Jesus his son who is the Christ our Lord and Savior. This will never change under any circumstances. As you know, we have 84 years left in this century and the current state of African Americans in public schools and public higher education is in crisis. Given their appeal to educate the whole person, the efforts we put forth in the *Comprehensive Education Framework* (2016) will be tied overall to the principles and advancement of the Christian Church.

*The Black Church has no choice but to engage its fate of moral education and assume a historical role within public education for over the next fifty years.*

Hence, the National Black Church Initiative is proposing this fifty-year plan for African American students to achieve academically equivalence of any other high performing racial and ethnic groups and also to advance similarly with or beyond other students in industrialized country as we move forward into the 22nd century. The Black church will build off of its own historical and current traditions, which have successfully mounted in the 20th century by the creation of over 200 private schools, colleges and universities.

This effort does not involve direct government intervention. Although resources of the government will be accessed and utilized to help fulfill the goals and objectives of this initiative, the government will not have any essential role in the initiative's direction, creation, maintenance and future.

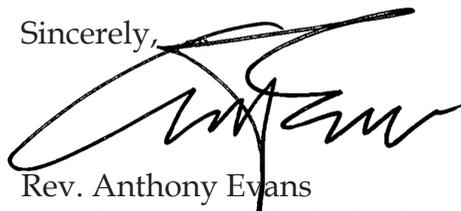
Nonetheless, we will access from the government every tool that our tax money has paid for as a beneficiary to the citizens and constituents alike.

The initiative will be based upon the esteemed work of African American scholars, acting commissions, students and parents and will be funded by the Black Church as joined with the support of Black corporate and private dollars of those who strongly believe that the Black community should control its own educational fate. Following below are the top priorities since, over the next three years, four things will occur to jump start this initiative as a unique education entity that is poised for sustainability and transferability into meaningful outcomes:

1. Develop a National Education Administration in the city of Detroit utilizing two of their school buildings that are currently not being used.
2. Appoint an Educational Czar who will be the spokesman for this initiative going forward.
3. Create a National Commission on Academic Standings to assess policies and practices for every African Americans from the age of zero (0) to post-graduate work.
4. (Re) assess all educational ties with the government, industries, and national education organizations and foundations to determine their interest and necessity to this initiative.

Again we are so pleased to have you review *The Implementation Guide: A Companion Resource with the National Black Church Initiative's Comprehensive Education Framework: Policy and Engagement Strategies for Modus Operandi* (2016). The implementation guide offers a unique opportunity to gain more insight into how the Black Church will reaffirm its public and moral voice within matters of African American education. Together we can make a difference in the lives of African Americans and the broader society, as the fundamental imperative remains to engage more strategically public schools and institutions of higher education.

Sincerely,



Rev. Anthony Evans  
*President, National Black Church Initiative*

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# THE IMPLEMENTATION GUIDE FOR BRIDGING EDUCATIONAL PERSPECTIVES, POLICIES, AND PRACTICES FOR THE NBCI COMPREHENSIVE EDUCATIONAL FRAMEWORK

The Implementation Guide: A Companion Resource for the Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016), as purported by the National Black Church Initiative (NBCI), is provided as a resource tool to bridge together the various educational perspectives, policies, and practices addressed in the Framework. The Implementation Guide is filled with relevant descriptions to show critical rationales and relevancies linked to spiritual and secular demands of the past and present-day Black Church.

**The Implementation Guide:** A Companion Resource particularly focuses on the purview of the **Whys**, **Whats**, and **Hows** that serve as a basis for ascertain important insights with regards to the use of the Implementation Guide in conjunction with the Comprehensive Educational Framework (2016).

**Following are the ways in which the Implementation Guide is structured using the Whys, Whats, and Hows:**

(1) The **Whys** establishes a basis for understanding the motivations behind the Comprehensive Educational Framework (2016);

(2) The **Whats** are the comprehensives measures taken to ascertain important information to strategize and publicize key perspectives; and

(3) The **Hows** are the solutions-oriented approaches needed to achieve targeted outcomes associated with reaffirming the role of the Black Church in education.

The integration of the **Whys**, **Whats**, and **Hows** as part of the Implementation Guide shows the necessity of using multi-dimensional approaches for considering the highlighted perspectives, policies, and practices in the Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016).

## THE CONTEXTUAL FRAMEWORK FOR THE IMPLEMENTATION GUIDE: A COMPANION RESOURCE

As indicated, the Implementation Guide: A Companion Resource is inclusive of the Whys, Whats, and Hows unique to bridging the educational perspectives, policies, and practices in the Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016). Following below is a transcript from Fareed Zakaria, one of CNN's foreign affairs host, Washington Post columnist, and New York Times bestselling author, offering an interesting account for consideration about poverty and segregation and how it impacts the well-being of American life. Particularly for the African American community, the duality of racial and economic disenfranchisement of such argument clearly illustrates the issues as to why the National Black Church Initiative is reasserting the Black Church's role in education. As Zakaria reports, "If you thought segregation in America was a thing of the past, you would be dead wrong" (May 29, 2016; <https://www.youtube.com/watch?v=vNKOcfaP-vg>).

The Atlantic reporters, Jane Boschma and Ronald Brownstein, in their article, *Separate and Still Unequal* (2015), underscores the 100 largest cities in the United States where African American students are fraught with



educational failure. This failure is primarily due to the lack of commitment from the United States Department of Education, the Governor of those States, the Mayors of those cities, the State Education Chief Officer of each of those states represented, the National Education Association, and the American Federation of Teachers. The article reveals how significant percentages of African American children fail every year in those cities because of systemic issues.

The numbers are extraordinary and do not represent the emergence of a sophisticated society in the new industrial technological age. The numbers reflect a third world or developing country that is failing in so many ways, including the creation of a successful and productive economic education system capable of educating and transforming their children. Our country is the only industrial country in the world that has locked up 3,000,000 people -- largely because they cannot read or write. Those educators in the 100 cities cited in *Separate and Still Unequal* (2015) also seem to be emotionally comfortable and are basking in a celebratorial mood of their failure. Because no one is seems to be outraged and no one is holding them accountable, in many ways, failure is permitted to occur.

Particularly, within this case, the only two groups of students who are systematically failing are African Americans and Latino students. Such failure underscores why the National Black Church Initiative has published the framework and is now publishing an Implementation Guide: A Companion Resource after declaring an education emergency in the Black community in 2016.

*Needless to say, this education emergency should have been declared 50 years ago.*

## School Segregation in 2016

...Now for our "What in the World" segment. A federal court ordered a Mississippi school district to desegregate its middle and high schools.

No, this is not a headline from 1954. This ruling actually came down recently on the eve of the 62nd anniversary of "Brown versus Board of Education." That is of course the landmark Supreme Court case which deemed that racial segregation in public schools is unconstitutional.

It has been six decades since the Supreme Court declared that separate education was inherently unequal. But amazingly, since the 1990s, a complicated tangle of laws, discriminatory practices, gerrymandering and demographic shifts has led to a very real resurgence of segregation in America.

Let's start with education. Pro Publica calculated the number of so-called apartheid schools across the nation, schools with 1 percent or fewer white students and found that these schools had more than doubled since the peak of interrogation in 1988. In 2011, there were 6,727 apartheid schools in the United States.



A newly released Government Accountability Office report confirms that in recent years American schools have become ever more segregated. In the 2000-2001 school year, 9 percent of all K-12 public schools had extremely high percentages of poor, black or Hispanic kids. By 2013- 2014 according to the GAO that number grew to 16 percent.

Students in these largely poor and minority schools were offered less math, less science, less college prep courses when compared to their peers and other schools. They were also disproportionately mostly poor or minority. These students were offered less science, less math and less college prep than other schools. They were disproportionately more likely to be suspended or expelled according to the GAO.

There is also a growing divide in America's housing. The Rutgers University Professor, Paul Tractenberg, says that between 2000 and 2013, the number of Americans living in high poverty neighborhoods has nearly doubled from 7.2 million to 13.8 million.

Income segregation looks a lot like racial segregation. Rucker Johnson notes that nationwide, more than one in four poor blacks live in extreme poverty neighborhoods compared to 1 in 13 poor whites. And children are the most economically and racially segregated of all group. This is a tragedy and we have lots of Dana that shows that separate is indeed unequal.

In one illuminating study, Berkley public policy professor, Rucker Johnson, follow the life trajectories of American adults who attended court ordered desegregated elementary schools between the 1960s and the 1980s. Johnson found that blacks that attended desegregated elementary schools were more likely to graduate and 22 percent less likely to be incarcerated as adults. Blacks who spent five years in desegregated schools saw their health improve to a degree that was the equivalent to being seven years younger.

This group also earned on average 30 percent more annually than their cohorts that who did not attend desegregated schools. Johnson found that the narrowing of the achievement gap and the increase success of black Americans did not have any negative effect on whites on any metric.

This all reminds me of something the great Martin Luther King Jr. once said, "it may be true that you cannot legislate integration but you can legislate change the habits of men. And when you change the habits of men, pretty soon hearts of men will begin to change and attitudes will begin to change."



Fareed Zakira's perspectives on school segregation reaffirms that segregated schooling minimizes the level of access and opportunity for African American children within educational contexts and the broader society. Income inequality is often a contributing factor toward racial segregation (The Atlantic, 2016). Gary Orfield (2008) focuses on the perils of segregation and the need for a comprehensive approach. He asserts the following:

A first step is for educators to recognize and demand changes in the racial conditions outside the schools that make their work so much harder. Housing policy, wages policy, health care, and day care are among the most urgent issues. A second is to demand that there be a Civil Rights agenda for our schools. A third is to develop and implement training and support

plans to give the nation's teachers the skills they need to better work with students of all backgrounds and to teach with materials and practices that fully recognize the contribution of all cultures and races to the United States.

The integrated focus on improved living conditions, health care, and educational training becomes key toward mitigating the negative impact of segregated schooling. More specifically, the work of Rucker Johnson, as highlighted in Zakira's perspectives, shows how attendance at segregated schools impacts long-term economic earnings. His work highlights the fact that those who attended desegregated school for at least five years earned more than 25 percent than those who did. Jane Boschma, as the author of *Separate and Still Unequal* (2016), uncovers that students of color in the largest 100 cities in the United States are much more likely to attend schools where most of their peers are poor or low-income.

Juxtaposing the expressed viewpoints of Fareed Zakira, Gary Orfield, Rucker Johnson, and Jane Boschma an underlying theme emerges that uniquely coalesces the need for an Implementation Guide to bridge the educational perspectives, policies, and practices identified in the Comprehensive Educational Framework is equity. Equity serves as the conduit for addressing needs individually and collectively and the necessity of distributing resources appropriately. The Implementation Guide demonstrates how equitable distributions through standards-based efforts, programmatic activities, and administrative processes can be used to impact the educational outcomes of African Americans in K-12 and higher education.



## THE WHYS:

### A Highlighted View into Understanding the Need for an Implementation Guide for The National Black Church Initiative Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi

*We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.*

*-John Hope Franklin*

#### The Black Church and the (Re) Emergence into Educational Matters

As we know, the Black Church has historically assumed an important role within the African American community with regards to promoting social and economic equality. John Hope Franklin reminds us of the need to spread our knowledge and understanding of teaching and learning to as many persons as possible. The Comprehensive Educational Framework (2016) reaffirms how the Black Church has provided formalized structures for the families and children alike to learn about spiritual and secular matters. For example, the use of Sunday Church Schools have offered a formalized venue for children to how speak publically while adults are provided with viable information to advance their health and well-being in conjunction with spiritual teachings. Because the Black Church is comprised of a significant representation of African Americans, the multi-dimensional benefits of having direct access to this population is undeniable and what it means for impacting the development of educational policies and practices.

If we were to view the education of the black child since separation (1950) in this country, one can say there have been substantial gains and in some case permanent educational gains in the black community. A U.S. News and World Report article, U.S. Education: Still Separate and Unequal (2015), declares that “more than 60 years after Brown vs. Board of Education (1954), school systems in the United States remain separate and unequal.” Black children still lag behind in Reading and Mathematics performance in elementary and secondary school as well as in the degree completion (National Center for Education Statistics, 2016). The issues of poverty also exacerbate issues associated with school performance (The Atlantic, 2016). Such findings are unfortunate and demand comprehensive efforts not only from the educational and scholarly community but also from the faith-based communities. Because the Comprehensive Educational Framework (2016) calls for “instituting the acquisition of formalized education as complimentary and not contradictory to religious life” (p. 3), the Black Church is taking responsibility in light of the consistent underperformance and/or failure of African American students in public schools and higher education.

The Black Church will again assume as its core theological pillar that education achievements above all else is its number one secular duties besides the spreading and preaching of the Gospel of Jesus Christ which is the center of the church's mission. What this means is that the Black Church is no longer willing to allow the sole purview of educators, educational institutions, and even the Department of Education to be entrusted with the educational destiny of African American children. The Black Church must (re)define the definition and plight of African Americans in every respect of their lives. W. E. B. DuBois in the Souls of Black Folk stated the following: "It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity." Thus, the Black Church cannot sit idly and allow anyone or anything to affix labels and burden our community with unfair and subjective expectations.

## **The Black Church and a National Educational Administration**

The Black Church recognizes the importance of centralizing expectations regarding what African American children must know and be able to do within educational settings at each level of matriculation. Being able to produce rigorous and relevant academic expectations are important to ensure an appropriate pathway is developed that results in the short-term results of competitive educational outcomes and the long-term results of economic stability and social mobility.

Hence, the Black Church articulates the need to establish a National Educational Administration, a centralized organization, responsible for creating academic standards and programmatic activities to support the matriculation of African American students within K-12 and higher education. The uniqueness of the institution of the National Black Church Education Administration is that spiritual teachings and principles will be used to develop the secular academic standards and programmatic activities. Integrating both spiritual and secular approaches offers a holistic approach toward enhancing the overall outcomes for African Americans.

The National Black Church Education Administration envisions a staff of 50 -100 highly-qualified individuals with the appropriate credentials in education and related professional experiences. The targeted location of the National Education Administration is Detroit, Michigan which will be primarily responsible for carrying out the various administrative and professional tasks of the areas identified in the Hows' Section as included later in this document. Following below are the various segments of the Administration:

### **National Black Church Commission on Academic Standards and Programs (NBCASP)**

The commission consists of African American educational experts from both K-12 and higher education. The Commission will consist of practitioners and scholars who are well-versed in the research and data regarding African American achievement. The NBCASP will be responsible for creating the educational standards and practices for African Americans from early childhood to post-graduate education.

## **National Black Church Education Board (NBCB)**

Consisting of denominational presidents, church-based educational experts and Christian Educational leadership, this 45-member Board will serve as the governing council of the National Black Church Education Administration. The Council will make known the various spiritual principles upon which the academic standards and programmatic activities need to be based. All academic standards and programmatic activities will be approved by the NBCASP and/or National Black Church Educational Czar.

## **National Black Church Educational Czar (NBCEC)**

This individual will serve as the educational chief for the entire black church when pertaining to educational issues facing African Americans in K-12 and higher educational contexts. The Czar will work in concert with the NBCI President, NBCASP, and the NBCB and recommendations for enhancing educational outcomes for African American students.

## **NBCI Child Advocacy Development Institute (NBCI-CADI)**

As indicated in the Comprehensive Educational Framework, the National Black Church Initiative established the Child Advocacy and Development Institute (NBCI-CADI) to serve as an advocacy organization in an effort to promote educational pathways to success for African American children from the cradle to college (0-21 years of age). NBCI-CADI promotes culturally responsive scholarship, policies, and community engagement as key levers for moving African American education forward. NBCI-CADI will be one of the targeted initiatives of the National Educational Administration.

## **Graduate Intern Program**

The National Black Church Education Administration will make available graduate intern positions for the purpose of aiding the function of both the office of NBCI President, National Black Church Educational Czar and other functions of the National Black Church Education Administration. The Graduate Intern Program will target African American students who are currently pursuing Master or Ph.D. in related fields of education.

More information about the various positions in the National Educational Administration is included in the appendices section.

**THE WHATS:**  
**A Highlighted View into the Comprehensive  
Measures to Strategize and Publicize Information  
about The National Black Church Initiative  
Comprehensive Educational Framework: Policy and  
Engagement Strategies for Modus Operandi**

*Knowledge is the prime need of the hour. --Mary McLeod Bethune*

**STRATEGIC PLAN:**  
**Development of a 50-year educational strategy by the Black Church**

The Bible says that “without a vision, people will perish” and, in 2016, the level of chaos and uncertainty within the broader African American community and the families that comprise the community require a systematic approach to fundamentally address these issues. Mary McLeod Bethune, too, clearly has articulated the importance of knowledge in remedying issues affecting the African American community. The Black Church believes in the importance of planning purposefully in order to achieve a designated outcome. In this case, the outcome is to reaffirm the relevancy of the Black Church toward enhancing the performance outcomes of African Americans within education and the broader societal context. Hence, a plaguing need exists to develop a fifty-year educational strategy that is inclusive of a clearly articulated vision and practical approaches.

At the end of 2016, President Barack Obama would have completed eight years of his presidency. Although there have been tumultuous years given the complete collapse of the economy in 2006 and 2007 and the rise of terrorism, the first Black President, one can say, had his hands filled from the beginning of his presidency. Now fast forward, the Black Church has discovered that neither the President, his Department of Education, his Office focused on Black Colleges and Universities, and other related professional organizations impacting African American education have not done anything to set forth a vision of where African Americans need to be over the next 50 years. No long-term strategy exists on how to stop the continuous failure of urban school systems, save the closures of historically black colleges and universities, and related areas focused on enhancing the overall economic and social conditions of African Americans. Given the growing gaps in the long-term plans as juxtaposed with the historic and present-day capacity of the Black Church, a clear indication exists of an appropriate space for the Black Church to reassert itself into the educational matters. Such space is not only conducive for a fifty-year plan, but it is also conducive for completely transforming demonstrated commitment to education through the establishment of the National Black Church Education Administration.

Thus, the National Black Church Initiative will convene 30-40 scholars and/or practitioners and charge them with the task of developing a detailed strategy and implementation plan focused on enhancing the educational outcomes of African Americans. The plan will address education as a pipeline and concentrate on both K-12 and higher education. The plan will target current policies and practices occurring within each of these contexts that contribute to the advancement or not of African Americans. The plan will be comprehensive in nature and inclusive of overlapping and distinctive perspectives.

The strategic plan will be piloted to a focus group within the first three years as a formative approach and made available for adoption with any necessary modifications based upon what is learned during this time. After this formative period of time, the plan will be presented and accepted broadly by the National Black Church Initiative. After which, the status of the implementation of the educational strategic plan will be monitored bi-annually to determine the progress made by the National Black Church Commission on Academic Standards and Programs (NBCASP).

### **DATA-DRIVEN EVIDENCE:**

**Cross-sectional and longitudinal surveys will be administered to determine the attitudes and behaviors of African Americans and alliances within in K-12 and higher education**

The National Black Church Initiative will engage in data collection efforts about African Americans and education utilizing both cross-sectional and longitudinal surveys. Cross-sectional surveys will be used to assess attitudes and behaviors of African Americans with regards to education and alliances that have traditionally supported them. Such data-driven insights will be used to inform the National Educational Administration and to further understand how the Comprehensive Educational Framework (2016) its focus on the different segments highlighted as foundational standards for primary education, connecting links in secondary education, and credentialing agent in higher education.

Additionally, with regards to the alliances of African Americans in educational contexts, the National Education Association as one of the largest representative of educational teacher associations has traditionally engaged in a casual and substantive working relationship with the African American community. However, given the limitation of public education funding and increased use of education technology in the classroom, the political assault on teachers as the political scapegoat and other social and political dynamics, the question needs to be asked, a fundamental question might be whether or not the relationship between the African American community with its vast education leads and the political connection with the NEA still viable? Thus, assessing this type of information will be critical toward understanding the implications of professional alliances with advancing African Americans within educational and societal contexts.

The comprehensive behavioral and attitudinal surveys will be administered every three years to a sample of the 150,000 black churches that comprise the National Black Church Initiative. Scholars from National Black Church Commission on Academic Standards and Programs (NBCASP) or a special appointed group of scholars will be commissioned to conduct this assessment. The data gathered from these surveys will be critical in helping the National Black Church Initiative to set policies and practices that will benefit African American children, families, community and our

nation. This data will be published every three years and shared broadly with all African American professional organizations and other affinity organizations in our nations.

### **PUBLIC REPORT CARDS:**

#### **Issuing report cards that assesses federal, state, and local officials' performance with regards to African Americans and education**

Public report cards will be issued annually on federal, state, and local education officials. The public report cards will be focused on the performance of the Secretary of Education, the Governors, mayors of cities and school district superintendents with high percentages of African American students.

The criteria will be developed based on evidence-based methodology in accessing the achievement of African American children in education. A letter grade will be given on how well these educational officials protect and provide for the education of African American children. The report cards will also highlight both successful and failed educational strategies employed by the states and territories to improve the outcomes of African American children. A list will be generated on the areas to be improved to ensure that African American children have the best environment to succeed.

The National Black Church Education Czar will work with these federal, state, local officials to ensure they are aware of the academic standards and programs as completed by the National Black Church Commission on Academic Standards and Programs (NBCASP). This will ensure they are aware of current challenges and opportunities facing black children and the necessary steps that can be taken in a meaningful way.



# THE HOWS: A Highlighted View into Solutions-Oriented Approaches to Make Practical The National Black Church Initiative Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi

*The mere imparting of information is not education. --  
Carter G. Woodson*

Carter G. Woodson talked about education as being much more involved than simply the dissemination of information. Consequently, the How's identify solutions-oriented approaches to actualize The National Black Church Initiative Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016). Individually, these items serve a specific role while collectively they contribute to a comprehensive effort to ensure the Black Church is involved within public schools and institutions of higher education in a relevant way. More specifically, as identified in the Comprehensive Educational Framework (2016), the goals of Advocacy, Action, and Awareness (A3) are identified as part of the National Black Church Initiative's Child Advocacy and Development Institute. These A3 tenets are unique to specific efforts related to the Institute, but also useful toward contextualizing other current and/or emerging efforts unique to the broader work of the National Black Church Initiative.

*Following below are the solutions-oriented approaches and supporting descriptions unique to public schools and/or higher education:*

## PUBLIC SCHOOLS

- **Certification of Daycares**

Description: Part of the task of The National Black Church Commission on Academic Standards and Programs (NBCASP) is to set the criteria for what constitutes a certified day care that serves African American children. The science for this certification should be based upon developmental guidelines created by Florida State University through its Autism Navigator Modules. The modules underscore the latest scientific approaches in terms of early childhood education and the building blocks for children ages 0-3. These modules represent the cornerstone of early childhood education in the United States. The National Black Church Commission on Academic Standards and Programs (NBCASP) will organize these models according to the science that governs African American children's learning style, behavior and practices.

- **School Funding**

Description: The department will monitor funding levels of school districts with regards to African American children. The department will also advocate for strategic funding of those schools. Influence will be utilized to ensure every African American child has what he or she needs based upon the standards established by the National Black Church Commission on Academic Standards and Programs.

- **Autism**

Description: Florida State University and the National Black Church Initiative have worked together on an autism initiative focused on targeting young, African American children. Targeted efforts have been pursued within this partnership. The website, [FirstWordsProject.com](http://FirstWordsProject.com), as part of these efforts, contains relevant resourceful useful to parents and other related stakeholders.

- **Student Testing Assessment Group**

Description: A group of African American academicians will give a periodical assessment of required tests on a state by state basis that are mandatory for African American students. The goal is to identify any cultural deficiencies in the test and to argue for amendments to the testing protocol or the overall abolishment of the test based upon the assessment of its value to African American children.

- **Accessing Resources for Special Needs Children**

Description: Too many African American children are automatically placed into special education or remedial education programs. A state-by-state analysis to determine if there is an inherent bias toward African American children will be appointed. The panel will further recommend to the legal department of this initiative whether or not active lawsuits are needed to force school districts to relax their biases toward African American children as well as generate a university remedy to deal with special education across the United States.

- **Scholar Athlete and the use of Art as Educational Tool**

Description: This initiative recognizes the extraordinary talents of African American children in the areas of sports and arts. The scholar-athlete and art-scholar will be cultivated as a program is built around these gifted students to enhance their skill set. A mentoring avenue will be created for the respective talents of these individuals.

- **Recruitment of African American Teachers**

Description: The recruitment of African American teachers should be at the core of this initiative given the fact that this initiative strongly believes that there are way too many

white teachers who we believe do not have the acute interests of the destiny of African American children. The only way to overcome this issue is to recruit and retain African American teachers to teach African American children in all levels of the education structure in this society.

- **Vocational Education**

Description: Vocational education is extremely important given the rise of the industrial revolution as well as the technological revolution that is now occurring in the 21st century. A pipeline of African American plumbers, carpenters, electricians and other permanent job positions that will sustain the African American community need to be generated. Vocational education as much as an academically-focused education is important for contributing to an economically viable society and providing an alternative for those who are not interested in getting a four-year college degree.

## HIGHER EDUCATION

- **Recruitment and Retention Efforts**

Description: Collective and shared efforts toward recruitment and retention are needed to ensure African Americans attend colleges and universities. While it is important to get African Americans to attend post-secondary institutions, it is also important to retain them in order that they might continue to matriculate within the higher education pipeline. Having strategic, partnership-focused approaches becomes critical for the National Black Church Initiative to engage.

- **Degree Completion and College Affordability**

Description: African Americans are not completing degrees at the same level compared to other racial and ethnic groups. As indicated in the Comprehensive Educational Framework, African Americans have a 39% degree completion rates as indicated in the Journal of Blacks in Higher Education (2015). Additionally, the six-year graduation rate is continuing to increase for African Americans. Increased time to degree completion results in more incurred debt. Again, it becomes necessary for the National Black Church Initiative to promote strategic partnerships to ensure appropriate knowledge is disseminated to the stakeholders served.

- **Historically Black Colleges and Universities**

Description: Historically Black Colleges and Universities (HBCUs) have served as the foundational base of educating African Americans. Today, many HBCUs are faced with fiscal challenges and decreasing student enrollments. The National Black Church Initiative encourages the use of strong partnerships with professional organizations supporting HBCUs as well as instituting specialized efforts to attract students within the 150,000 black churches to attend these campuses.

## PUBLIC SCHOOLS AND HIGHER EDUCATION

- **Research Division**

Description: The division will verify or dispute educational trends advocated by the majority population for African American children. Innovative research and evaluation approaches will be created to advance African American learning strategies as aligned with the

- **Scholarship Repository**

Description: A database will be created that lists all church-based scholarships within the 150,000 black churches in the country. The scholarships will be inclusive of various areas of foci.

- **Legal Department**

Description: A legal department will advocate on behalf of African American students using the courts as well as regulatory agencies (i.e. Department of Education) to force these entities to meet the legal requirements. The department will also litigate on behalf of African American religious students as part of their moral and constitutional right and religious free expression in the post-same sex marriage era.

- **STEM and Education Technology Department**

Description: The department will evaluate education technology materials to determine its consistency with the Academic Standards Commission at all grade levels. A focus will be on creating a pipeline of students who are ready to assume innovative technology positions. The broader STEM areas will also be integrated within our efforts to improve the college and career-readiness of students. Students will have opportunities to engage in rigorous curricular and relevant activities to support STEM preparedness.

- **Publishing Department**

Description: The department will be responsible for publishing key educational booklets to be used as supplements to the standard educational text to aid African American students to fulfill learning objectives. The publishing department will assist African American religious denominations in publishing religious education materials for their Sunday church school. This is not to compete with denominational publishing houses, but to offer critical technical assistance to those publishing houses in producing more effectively aligned Christian education materials similar to public school educational approaches.

- **Access to Psychological and Mental Health Services**

Description: Repeated studies have been conducted that African American students are traumatized by the violence in their homes and neighborhoods. The ability to learn is impacted by the former traumatic experiences of these students. This initiative will use whatever means necessary to ensure the accessibility and availability of psychological and mental health services in all states.

- **Mentoring/Internship Department**

Description: The initiative will identify over 200,000 mentors to assist African American students in every school district in the country. This will allow the students to enhance their academic skills. We will also identify internships for the students so that they can be exposed to service-learning opportunities along with academic achievement efforts.

- **Support for African American Male Students in Public Schools and Higher Education**

Description: The National Black Church Education Administration should create whatever supportive mechanism possible to increase, maintain and sustain African American male students at all costs. This initiative should look at barriers around the issues of behavior, sociology, violence and discipline in creating a system to transform African American male students who may be predisposed to these areas of failure. An obvious path of success for any at-risk African American students needs to be created based upon relevant research material in to ensure the prison industrial complex is not fueled by the inadequacies of the educational system.

## **CONCLUDING STATEMENTS**

### *The Whys, The What's, and The How's in the Implementation Guide for The Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi*

The Implementation Guide for the Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016), as purported by the National Black Church Initiative (NBCI), offers important resources for bringing together the various educational perspectives, policies, and practices addressed in the accompanying document of the Framework. Greater clarity is gained through the exploration of the Whys, the what's, and the How's for instituting an implementation guide.

The Implementation Guide and the Whys has established a basis for understanding the motivations behind the Comprehensive Educational Framework (2016). Such insights are critical for becoming familiar with the underlying reasons for the need for an implementation guide. The what's are the

comprehensives measures taken to ascertain important information to strategize and publicize key perspectives. There are necessary components that must be carried out to ensure the appropriate message is being put forth. The Hows are the solutions-oriented approaches needed to achieve targeted outcomes associated with reaffirming the role of the Black Church in education. Finding practical and attainable ways to enhance the educational access and opportunities for African Americans is critical to changing the course of generations to come.

The Implementation Guide: A Companion Resource as a presentation of the Whys, Whats, and Hows as demonstrates the fundamental importance of using expository approaches to bridge the gaps between educational perspectives, policies, and practices in the Comprehensive Educational Framework: Policy and Engagement Strategies for Modus Operandi (2016).

## **Appendix A**

### **National Black Church Education Board**

The National Black Church Education Board is comprised of the 15 major Black conventions in the country. Those conventions consist of the following:

- Church of God in Christ
- African Methodist Episcopal Church
- African Methodist Episcopal Zion Church
- Christian Methodist Episcopal Church
- Full Gospel Baptist Church Fellowship International
- National Baptist Convention, USA, Inc.
- National Baptist Convention of America, Inc.
- Progressive National Baptist Convention, Inc.
- Pentecostal Assemblies of the World, Inc.
- The Union of Black Episcopalians
- National Council of Churches
- International Council of Community Churches
- Mount Calvary Holy Churches of America
- Greater Mount Calvary Holy Church
- American Baptist Churches, USA
- Berean Missionary Baptist Church

The Board is comprised of 45 individuals which consist of three (3) from each of the 15 national church conventions. Presidents of each of the conventions will serve as ex officio, a voting board member and a member of the executive board of the National Black Church Education Administration. Based upon the organizational structure of the other conventions, the Presidents will have the authority to designate other individuals to assume these responsibilities (i.e. Vice-President or First and Second Presidents). The designated person will serve on the National Black Church Education Board.

The President of the NBCI will also have the power to appoint two (2) additional individuals to serve. Those additional individuals might include the Educational Czar. The Educational Czar is someone in their congregation who serves in a professional capacity as an educator (i.e. teacher, professor, principal, superintendent higher educational administrator).

### ***The Function of the National Black Church Education Board***

- I. The National Black Church Education Board should have the power to approve all recommendations by the Education Czar. The board will serve as both a sounding board, a critical analysis and a backstop to make sure that any recommendations being sorted for adoption is of sound education policies and scientific research as well as community or human relations. Understanding the details becomes relevant to assess the implications for African American students and their families we serve.
- II. The National Black Church Education Board will also have the power of recommendation of policy or appointment to the National Black Church Commission on Academic Standards and Programs (NBCASP).
- III. The Board will approve the 50-year plan focusing on the education of African Americans as recommended by the National Black Church Commission on Academic Standards and Programs (NBCASP) and the National Education Czar.
- IV. The National Black Church Educational Board will receive additional information never to be released to public review, only to be discussed within the governance of their denomination.

### ***The Operations of the National Black Church Education Board***

- V. The National Black Church Education Board shall meet bi-annually and shall also have to write to summon any educational expert to testify in front of them.
- VI. The National Black Church Education Board will approve the budget of The National Black Church Education Administration and oversee all related fiscal matters.
- VII. The National Black Church Education Board shall not possess the power to appoint the Educational Czar. The President of the National Black Church Initiative shall do this exclusively.
- VIII. Most importantly the board shall raise critical questions for investigation or research that the Education Czar or the National Black Church Commission on Academic Standards and Programs (NBCASP) shall look into. Without the board's approval of the Educational Czar or the NBCASP, suggestions and otherwise cannot be implemented.
- IX. Only those denominations who have agreed to administer an educational love offering in their churches every second Sunday over the next 50 years will be part of the National Black Church Education Board.

## **APPENDIX B**

### **The National Black Church Commission on Academic Standards And Programs**

The National Black Church Commission on Academic Standards and Programs (NBCASP) will be responsible for creating the educational standards and practices for African Americans from early childhood to post-graduate education. The commission consists of African American educational experts and scholars from both K-12 and higher education. The Commission will consist of practitioners and scholars who are well-versed in the research and data regarding African American achievement. The President of the National Black Church Initiative will appoint members of the NBCASP consisting of no less than nine and no more than 17.

The uniqueness of the institution of the National Black Church Education Administration is that spiritual teachings and principles will be used to develop the secular academic standards and programmatic activities. Integrating both spiritual and secular approaches offers a holistic approach toward enhancing the overall outcomes for African Americans. It is important that every African American is expected to learn how to read, write and reason and participate in the global economic society of their lives on behalf of themselves, their family their community and their people.

*Because of the nature of the NBCASP, there are two important criteria members of the Commission will hold. They are as follows:*

- No one will be appointed to this commission who does not believe in two fundamental beliefs. Those beliefs include a faith in the Lord Jesus Christ as their personal Savior and a belief in the ultimate beauty and substance of Black people's achievement and the survival of both the black family and black community.
- No one can serve on this commission who does not have a PhD from an accredited institution that is recognized both by the National Black Church Initiative and its consultant who will be helping to establish criteria and recommendations to the committee.

The National Black Church Initiative believes that critical to them serving is to honor our mighty God, the Lord Jesus Christ as their personal Savior and, while academic and program standards might change, this standard will never change even when Christ comes back to claim his kingdom. It is eternal, just like God, the acceptance of Jesus Christ.

## **APPENDIX C**

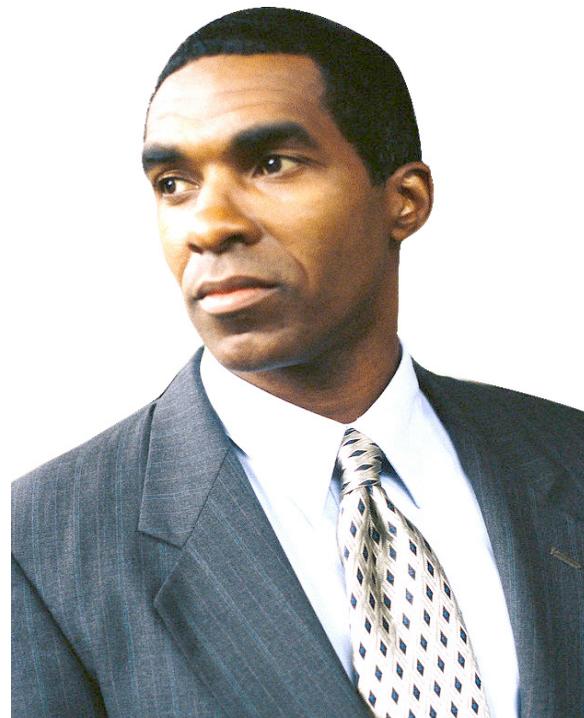
### **The National Black Church Educational Czar**

The National Black Church Educational Czar will serve as the spokesperson of the Black Church on educational issues unique to African Americans. The National Educational Czar will be qualified and credentialed to address educational issues of African American students in K-12 and higher education.

## Czar Qualifications:

*There are three qualifications that we will be looking for in this person:*

- The first criterion is that the National Black Church Educational Czar will need to have a PhD or equivalent. The focus of expertise will be in the areas of education, educational policy, higher education, curriculum and instruction, educational theory, and/or related areas.
- A second criterion is that this person is tenured or has reached the point in their career that they can assume an additional position and speak freely to educational issues and its impacts or benefits concerning African American students or the African American community. This person will not be considered if they are not in a position in their career that they can speak with authority and prophetic and free of any education reprisal from their current, former or future employer.
- The third criteria, this person must have the skillset to manage the functioning of the Commission on academic standards, work with the leader of the NBCI the Executive Board of the National Black Church Administration and other critical educational entities. They must be well received within their own academic academy and should be able to attain a recommendation for this position. He or she should be a recognized name or a scholarly work among African American universities and colleges.



Critical to choosing this person is the ability of this person to be free from all issues that governs academic freedom. This person must be dynamic, bold and this person must be an active member of one of NBCI-member black churches. The Czar must be a person of African descent.

## **Czar Functions:**

The National Black Church Educational Czar as cited above will present all recommendations and policies before the National Black Church Education Board. They must explain in detail how any recommendation, policy, or suggestion will benefit African American children.

The President of NBCI and the National Black Church Educational Czar are the only two individuals empowered to offer recommendations to the National Black Church Education Board and the only person who will be authorized to speak to that board unless the board summons other educational experts for the issue of clarity.

## **Compensation and Tenure:**

The National Black Church Educational Czar will be compensated at \$50,000 a year. All travel and related expenses will be covered and approved by NBCI. The Educational Czar will be entitled to an Administrative Assistance and five (5) Ph.D. students who will serve as interns to help them handle their academic or professional workload. They will consult and work closely with the National Black Church Commission on Academic Standards and Programs.

The Educational Czar should serve a three-year term. The daily functions shall end after two (2) years and six (6) months. Six months prior to the end of their term should be used as a transitional period from the outgoing Educational Czar to the incoming Educational Czar. All decisions concerning academic standards, policy and recommendation during this period will be made in consultation with NBCI President and the new incoming Educational Czar.

No records of the current Educational Czar should be taken off premises. At the end of the three-year period, all records should be turned in and neatly and legibly compiled for review for the incoming Czar.

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