

Campaign for African-American Achievement

Education has always been an "equalizer" for the African-American community. As we approach the new millennium, the ability to learn (to frame and solve problems; to find, interpret, and synthesize information; and to continually learn new technologies, skills, and occupations) and be self-reliant will be even more crucial. If it takes a whole village to raise a child, then NUL's Campaign creates the "new village," an environment with the infrastructures and supports to help all children and youth grow and develop physically, mentally, emotionally, and spiritually. Launched in 1997 the Campaign for African-American Achievement is a coalition of national African-American organizations: churches, sororities, fraternities, civic and professional associations working to create infrastructures and support systems to lift the academic achievement levels of black youth through systemic change and program focus development. The Campaign is about helping our children and youth become all that they can be.

Overarching Premises

- The academic bar has been raised. The academic skills children will need to succeed in the 21st century will be different. States are enacting more rigorous standards in all subject areas, and the assessments used to test children's mastery of the standards are changing.
- The academic and social development of children of color is in a crisis. In the decade prior to 1988 the performance gap between white students and children of color had narrowed. Since that time, this trend has reversed and the gap has grown. Children and youth are increasingly growing up in high-risk contexts such as: poverty, single parenthood, substance abuse, violence, limited health care, and inadequate housing. As a result, many times these children lack the educational, physical, technical, social, and emotional skills to be successful in the workplace of the information age.
- The infrastructure that supports the growth and development of children, e.g. the schools, non-school programs, and access to caring adults has eroded in communities that we serve. In addition, the institutional and public commitment to strengthen and sustain that infrastructure is diminishing.

Vision (What we want for our children)

As Karen Fulbright-Anderson notes in her State of Black America (SOBA) article "Developing Our Youth: What Works", we often refer to "high-risk" youth when a more realistic assessment might be that many of our young people are exposed to high-risk environments. We see the Campaign as a way to reduce the risk factors in these environments and create communities that support the academic and the healthy development of youth. We feel that this approach holds the most promise for providing opportunities for success for the greatest number of youth.

The Campaign is built on a model that employs data-based advocacy and mobilization as a vehicle for community change. The Campaign seeks to create a strong infrastructure that enhances and supports the academic achievement and social development of our young people by merging public awareness of the problems with community engagement to develop solutions. It is based on a theory of a community working together under a shared set of vision and goals to promote academic achievement and youth development through systems change, not just changes in local programming.

- Access to high quality education, e.g. developmentally appropriate early childhood education, caring and competent teachers, rich and challenging curriculum, and schools organized and outfitted for learning.
- Opportunities provided in school and during non-school hours for children and youth to grow and develop physically, mentally, socially, and spiritually.
- Connection with at least one caring adult who provides emotional supports and access to information and resources.
- Physical safety at home, at school, and in all city neighborhoods.
- Access within the neighborhood to basic goods and services and an abundance of developmentally appropriate activities.
- Ample opportunities for work, entrepreneurship and community service.
- Central, active roles in policy and program decision-making that develop attributes of leadership and civic participation.
- A healthy knowledge of and respect for one's own culture and those of others.

Goals

NUL's Campaign for African American Achievement is aimed at creating systemic change on two levels. The first strategy is aimed at what might be called the public policy sector of influence in the lives of children and youth—educators, administrators, policymakers, and other service providers. This strategy focuses on promoting and sustaining quality schools and youth development structures and supports for all children. The second strategy is concerned with youth, families, and the African-American community directly. These strategies must work in tandem to create an environment that promote, supports and sustains the academic and social development of children and youth.

Public Policy and Programmatic Goals include:

- National, state, and local policies that provide the necessary supports to ensure the academic and social development of children and youth:
 1. Developmentally appropriate early childhood education
 2. Quality teachers
 3. Challenging curriculum
 4. Schools organized and outfitted for learning
 5. Youth development structures

- Community capacity and adults (parents, teachers, school administrators, community leaders, businesses, service providers, and other adults) actively engaged in strengthening and sustaining the developmental infrastructure that allows youth to succeed academically and socially.
- Transitional supports for youth in bridging school-to-work and school-to-college experiences.

Youth, Family, and Community Goals include:

- A competent and caring adult in the life of every child.
- Youth leadership and responsibility for their own achievement and development.

Urban League's Role

Urban Leagues will act as facilitator, convener, strategist, etc., in merging public awareness and public engagement to promote local problem solving through shared visions, goals, and strategies. Urban Leagues will create and coordinate a process for addressing systems change, not just changes in programs. This means taking a holistic view of local problems, assessing needs, implementing corrective actions, analyzing results, and re-evaluating intervention strategies.

Expected Outcomes

The Campaign for African-American Achievement is a community-based movement that embodies the values of academic achievement, social development and economic independence.

Among children and youth, the Campaign will foster:

- Positive attitudes about academic achievement;
- Consistent and enthusiastic participation in school;
- Commitment to meeting and exceeding education standards;
- Increased social polish and improved navigational skills; and a
- Heightened sense of history, community and self-worth.

In short, the Campaign for African-American Achievement will create a new village and raise the achievement levels of our children and prepare them to meet the demands of the 21st century.

Achievement Month

Since 1988, Urban League affiliates and African-American churches, fraternities, sororities and professional and civic organizations, launch a series of events in the month of September, Achievement Month, to celebrate youth that are achieving. Events include Sunday sermons about academic achievement and the educational crises facing youth; celebrations of youth who are doing the right thing; and rallies to bring public attention to the accomplishments and needs of youth.

CAAA Education Summits

The Campaign is a collaborative effort drawing upon the expertise, time and resources of the African-American community's spiritual, professional, academic and entrepreneurial leaders. Urban League affiliates and their local Campaign Partners will analyze and communicate what is known about achievement and youth and devise strategies for launching and implementing the activities of the Campaign at local and national summits.

Community Assessment & Data Collection

Urban League Affiliate use only

A key activity of the Campaign is to illustrate what exists for children vs. what ought to be. Each community will determine the data it will seek based on its unique local needs and circumstances. In general, however, Campaign data collection will seek to assess if...

- Younger children have access to quality early childhood education;
- Teachers are fully prepared;
- Students are learning from a curriculum that challenges and prepares them;
- Local schools are outfitted and organized for learning; and
- Youth, in- and out-of-school, have access to programs that support their educational advancement and overall health and development.

CAAA Pilot Sites

Columbus Urban League

788 Mount Vernon Avenue
Columbus, OH 43203
President: Samuel Gresham, Jr.
Contact: Theodore Hopkins, III
Phone: 614-257-6300
Fax: 614-257-6327

Fort Wayne Urban League

227 E. Washington Boulevard
Fort Wayne, IN 46802

Interim President: Carol Cartwright
Contact: Carl Stephens
Phone: 260-432-6594
Fax: 219-422-1626

Houston Area Urban League

1301 Texas Avenue
Houston, TX 77002-3508
President: Sylvia K. Brooks
Contact: John Robinson
Phone: 713-845-2506
Fax: 713-693-8787

Louisville Urban League

1535 West Broadway
Louisville, KY 40203
President: Benjamin K. Richmond
Contact: Kevin Fields
Phone: 502-585-4622
Fax: 502-585-2335

San Diego Urban League

720 Gateway Center Drive
San Diego, CA 92102
President: Cecil H. Steppe
Contact: Jimma McWilson
Phone: 619-263-3115
Fax: 619-263-3660

Detroit Urban League

208 Mack Avenue
Detroit, MI 48201
President: N. Charles Anderson
Contact: Shelita Richmond
Phone: 313-863-0300
Fax: 313-832-3222

Greater Washington Urban League

2901 14th Street, N. W.
Washington, DC 20010

President: Maudine R. Cooper
Contact: Audrey Epperson
Phone: 202-265-8200
Fax: 202-387-7019

Indianapolis Urban League

777 Indiana Avenue
Indianapolis, IN 46202
President: Joseph Slash
Contact: Mark Russell
Phone: 317-693-7603
Fax: 317-693-7613

Milwaukee Urban League

2800 West Wright Street
Milwaukee, WI 53210
President: Ralph Hollman
Contact: Ted Fancher
Phone: 414-374-5850
Fax: 414-562-0249

Springfield (IL) Urban League, Inc.

100 North 11th Street
Springfield, IL 62708
Interim President: Nina Harris
Contact:
Phone: 217-789-0830
Fax: 217-789-9838

Urban League of Broward County

11 N.W. 36th Avenue
Fort Lauderdale, FL 33311
President: Donald E. Bowen
Contact: Cristine Bates
Phone: 954-625-2576
Fax: 954-584-4413

Urban League of Flint

5005 Cloverlawn Drive
Flint, MI 48504
President: Paula Newman
Contact: Jamie Kendall
Phone: 810-789-7611
Fax: 810-787-4518

Urban League of Greater Miami

8500 NW 25th Avenue
Miami, FL 33147
President: T. Willard Fair
Contact: Sharon Henley
Phone: 305-696-4450
Fax: 305-696-4455

Urban League of Northwest Indiana

3101 Broadway
Gary, IN 46408
President: Eloise Gentry
Contact: Eloise Gentry
Phone: 219-887-9621
Fax: 219-887-0020

Urban League of Pittsburgh

One Smith Street, 3rd Floor
Pittsburgh, PA 15222-2222
President: Esther L. Bush
Contact: Nyna Lynch
Phone: 412-227-4215
Fax: 412-227-4870

Urban League of Essex County

508 Central Avenue
Newark, NJ 07107-1430
President: Vivian Cox Fraser
Contact: Darrin Sharif
Phone: 973-624-9535
Fax: 973-624-9597

Urban League of Greater Cleveland

2930 Prospect Avenue - Suite 205
Cleveland, OH 44115
President: Myron F. Robinson
Contact: Marsha Mockabee
Phone: 216-622-0999
Fax: 216-622-0997

Urban League of Kansas City

1710 Paseo
Kansas City, MO 64108
President: Gwen Grant
Contact: Dawn Hickman
Phone: 816-471-0550
Fax: 816-471-3064

Urban League of Pikes Peak Region

125 North Parkside Drive
Colorado Springs, CO 80909-1979
President: Deborah Wilson
Contact: Wynn Greene
Phone: 719-634-1525
Fax: 719-634-3357

Urban League of Springfield (MA)

756 State Street
Springfield, MA 01109
President: Henry M. Thomas
Contact: Kamari Collins
Phone: 413-739-7211
Fax: 413-747-8668

Campaign Partners

Partners in the Campaign for African American Achievement

Twenty national Black organizations, under the auspices of the National Urban League, have initiated the Campaign for African-American Achievement. (A list of the twenty Campaign Partners is provided below). The Campaign is a coordinated, intensified and sustained effort to raise the achievement levels and strengthen the social skills of African-American and other youth of color. The Campaign will accomplish its goals by reminding African-American communities, parents and youth that achievement matters today more than ever before and that youth can achieve. In addition, the Campaign provides a forum for African-American community members, leaders, scholars and institutions to advocate for public policies that equitably and adequately serve youth of color and low-income children.

- The Congress of National Black Churches (CNBC)
- African Methodist Episcopal Church
 - African Methodist Episcopal Zion Church
 - Christian Methodist Episcopal Church
 - Church of God In Christ
 - National Baptist Convention of America
 - National Baptist Convention, USA, Inc.
 - National Missionary Baptist Convention of America
 - Progressive National Baptist Convention, Inc.
- Blacks In Government (BIG)
- Congressional Black Caucus Foundation
- Council of Bishops (AME Church)
- Girl Friends, Inc.
- National Alliance of Black School Educators
- National Association of Blacks in Criminal Justice
- National Bar Association
- National Black Child Development Institute
- National Council of Negro Women
- National Pan-Hellenic Council
 - Alpha Kappa Alpha Sorority, Inc.
 - Alpha Phi Alpha Fraternity, Inc.
 - Delta Sigma Theta Sorority, Inc.
 - Iota Phi Theta Fraternity, Inc.
 - Kappa Alpha Psi Fraternity, Inc.
 - Omega Psi Phi Fraternity, Inc.
 - Phi Beta Sigma Fraternity, Inc.
 - Sigma Gamma Rho Sorority, Inc.

- Zeta Phi Beta Sorority, Inc.
- National Urban Coalition
- 100 Black Men of America
- National Urban League
- Urban Financial Services Coalition

Campaign Partners in the News: News From Capitol Hill

The law, the most ambitious overhaul ever of the 1965 Elementary and Secondary Education Act (ESEA) is a response to years of lagging test scores. President Bush signed it January 8, 2002. The action followed nearly three years of debate over how much the federal government should influence American public school policy, which is determined mostly by the state and local government that provide most of the funding.

Testing and School Improvement: The law makes states responsible for administering annual standardized tests, collecting and reporting test scores by school and overseeing the corrective actions required for schools that fail to make annual progress in meeting states standards. Previous law did not require annual testing.

Annual reading and math test. By the 2005-06 school year, states must begin administering annual, statewide reading and math tests for grades three through eight. States may select and design their own tests, which must be in line with state academic standards.

Science test. By the 2007-08 school years, states must begin giving annual statewide science tests to one grade within each of the three levels of a K-12 education: elementary, secondary and high school.

National Assessment of Educational Progress (NAEP). States must give a sample of fourth and eighth graders the NAEP in reading and math every other year. The tests, often the nation's report card, will be a benchmark for verifying the result on state-administered tests.

Funding: The law authorizes \$400 million for fiscal 2002 to help states pay for developing and administering their annual tests. The federal government will pay the cost of giving the NAEP test, \$69 million is authorized for fiscal 2002. States can delay or interrupt for one year their annual testing schedules for each year that Congress fails to appropriate the testing funds. No federal rewards or sanctions would be based on test results.

Report cards. Test results will be reported by race, income, disability status and other categories with an aim toward identifying and helping any groups of children who are failing behind. Beginning with the 2002-03 school year, states and school districts must provide annual report cards with a range of information, including scores broken down by subgroups. States and districts must change existing report cards to comply with the law.

Academic progress. States can set their own definition for “academic proficiency,” but must reach the goal for all students within 12 years. States cannot set the minimum bar for proficiency below the current performance of the low-achieving student group or schools. States will have to pace themselves by raising the bar for students incrementally.

Safe harbor. The law provides a “safe harbor” for schools in which particular group of students have not technically made annual progress under the law. As long as schools can show that those students are making significant progress toward proficiency, the schools would not be deemed to be failing under the law.

Other measures of achievement. States must also find another way of measuring school progress besides the math and reading test scores. For high schools, that measurement must include graduations to require annual testing, overhaul schools with chronically low test scores, and offer children in such schools private tutoring and other services partly at public expense.

The law, however, does not include government vouchers that could be used for private school tuition.

The legislation jumped every hurdle last year that might have killed it. The Senate voted 87-1 for the overhaul even though Democrats lost a bid to significantly increase special education grants and make that aid an entitlement, free of the yearly appropriations process.

The House voted 381-41 to approve the report, although the law did not include open-ended block grants.

SUMMARY OF MAJOR PROVISIONS IN THE NO CHILD LEFT BEHIND ACT OF 2001: P.L. 107-110

Reauthorization of the Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA), was reauthorized by Congress and signed into law by President Bush on January 8, 2002. The ESEA law, P.L. 107-110, is also known as the "No Child Left Behind Act". The central feature of this law requires the states to adopt a specific approach to testing and accountability and strengthens parent involvement policies and practices.

Urban League Affiliates and Campaign Partners have a unique opportunity, and indeed a responsibility, to help ensure that the law is implemented effectively. In fact, community leaders and parents must be active in ESEA implementation to make sure the benefits of the law, specifically improved parent involvement and strengthened accountability provisions are realized.

This information is designed to assist you as a parent and community leader, and encourage your activism in the implementation of ESEA.

Parent Involvement

Background:

For the first time, ESEA defines the term parent involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that-

- (A)** parents play an integral role in assisting their child's learning;
- (B)** parents are encouraged to be actively involved in their child's education at school;
- (C)** parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (D)** the carrying out of other activities, such as those described in Sec.118."

What you should ask at the state level:

- Who should parents contact to get a copy of the state's plan with regard to parent involvement and training teachers how to work with parents?
- How can community leaders be active in the process?
- What process/criteria will states use to review districts' parent involvement policies?

- What types of technical assistance will be provided to schools having difficulty implementing parent involvement practices?

What you should ask at the district school level:

- How can parents get a copy of the district's plan for parent involvement?
- How can community leaders be active in the development of the plans?
- How will the district work with schools to implement parent involvement activities?

What you should ask at the local school level:

- Is the school's budget for parent involvement sufficient?
- What parent involvement resources are available at the school?
- Where can one get a copy of the school's parent involvement policy?
- How can parents get involved in their children's schools?

Student Testing

Background:

Prior to the enactment of the new law, states were mandated to administer annual exams in reading/language arts and mathematics at least once in grades 3 to 5; grades 6 to 9; and grades 10 to 12. For the first time, ESEA requires states to test all students each year in grades 3-8, and at least once in grades 9-12 in math and reading. The tests must be in place by the 2005-06 school year. In school year 2007-08, states must add a science assessment test at least once in grades 3-5, 6-9 and 10-12. These state assessments will be the primary source of information to determine whether schools, districts, and states make "adequate yearly progress" toward having all students performing at the "proficient" level by the 2013-2014 school year. All students must participate in the assessments and the test results must be "disaggregated", meaning data must be reported by race, poverty,

English language learners and disabilities. Each subgroup must meet the adequate yearly progress standard devised by each state. If the standards are not met, schools will be subject to sanctions and corrective actions. These sanctions will take effect as early as 2002-03 for some schools.

What you should ask at the state level:

- How is the state ensuring that districts are using curricula aligned to the state standards?
- Who will align state assessments with state standards?
- How will the test adequately measure performance and what type of test will be used?
- How has your state defined adequate yearly progress, which will be the measure of a school's performance and the trigger for sanctions and punishments?

What you should ask at the school district level:

- Are test data in your school district disaggregated by population subgroups to show how all students are performing, including by economic status, as now required?
- Do school district officials notify parents about the numbers and percentages of students in their schools who are meeting the state standards?
- What responses are in place in districts to assist students who are not meeting the state's proficiency standards?

What you should ask at the local school level:

- What is the schedule for test in the school and how much instruction time is sacrificed for testing and test preparation?
- Do teachers work with parents to help them prepare their children for the required tests?
- How are parents informed about the schools testing policy and procedures, and are communication is a language parents can understand?

Failing Schools

Background:

Each school must test at least 95% of its students, and each group of students in a school must meet or exceed the annual objectives set for them. Schools that do not reach state performance objectives will be subject to

various forms of assistance, intervention, and other actions, depending on how long the failure persists.

What you should know:

- If a school fails to meet performance objectives for two consecutive years, then it must receive technical assistance from the district to help it improve, and its students will have the option to transfer to another public school in the district.
- In the third consecutive year of failure, technical assistance to the school and public school choice will continue. In addition, students will have the option of using their share of Title I funds to pay for tutoring and other supplemental educational services either from their own school or from a state-approved outside group, such as a for-profit company or a private non-profit entity.
- In the fourth consecutive year, technical assistance, public school choice, and supplemental services will continue, but the failing school must also change its staffing or make another fundamental change.
- In the fifth consecutive year, the governance of the failing school must be changed—for example—by converting it to a charter school, turning it over to private management company, or having the state take it over.

Supplemental Services

Background:

The law establishes consequences for states and schools that do not make adequate yearly progress (AYP) towards raising the academic achievement of all students, as measured by state assessments. Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement.

(Source: The Next Step Is Yours: National PTA's ESEA Implementation Guide; US Department of Education, Draft Guidance Title I)

How Campaign Partners Can Make a Difference

Campaign Partners: A Call to Action, How Organizations in the Community Can Make a Difference

The National Urban League's Campaign for African American Achievement is an advocacy and community mobilization initiative designed to support the academic and social development of children of color. As the evidence from the robust correlation between education and income/wealth makes abundantly clear, the academic and social development of youth is the bedrock of economic self-reliance. The National Urban League believes that the efforts to boost the academic performance of inner-city children cannot succeed on a broad scale unless parents and community organizations buy in and assume significant responsibility for assuring the development of our children and, thus, the progress of our people. That is why the Campaign is spearheaded by a coalition of twenty-nine national African-American organizations representing the faith community, social and civic groups and professional organizations. These organizations are the turnkeys to making change happen on the community level.

The Campaign is comprised of two interlocking components. The first component outlines what we expect of educators, elected officials, school administrators and school boards – those ultimately responsible for providing quality education to all children. The second component is directed at parents, youth, and community organizations -- what must we do to assist and support the achievement of our children.

The two components cited above must work in concert to effect comprehensive reform. How is the Campaign for African-American Achievement different from the many other school reform initiatives enacted over the last few years? Rarely do urban school reform initiatives achieve systemic impact. One principal reason is that there is insufficient "market" demand for reform. Parents and community groups seldom understand, embrace or insist on the need for reform, nor do they fully understand,

participate in and mobilize community-wide support for the adoption or replication of effective reform efforts. The National Urban League's Campaign for African American Achievement aims to help fill that glaring gap in the urban school reform movement.

Campaign Partners' Members

Campaign Partners represent a major constituency in the African-American community through their chapters, branches and membership. These constituencies reach deep into the community and have a broad circle of influence and power. Campaign Partners, through their membership, can send a firm message to our young people about the importance of achievement and a collective demand to policy makers and school officials for quality education in the African-American community.

Through membership, Campaign Partners can:

- Create and support a culture of achievement in local communities
- Be an active, consistent and positive presence in the lives of young people
- Be an active advocate for quality education
- Be a visible advocate for young people in local schools
- Increase awareness and knowledge regarding the importance of quality education and some indicators of quality education (developmental early childhood education, quality teachers and teaching, challenging curricula and schools organized and outfitted for learning)

Campaign Partners' National Education and Youth Initiatives

Many Partners have a variety of national and local education and youth programs and projects. These programs might include mentoring, after-school tutorials, job shadowing, adopt-a-school, college information and test preparation, college tours, scholarships, etc. Programs such as these bring Partner members in contact with groups of young people and their families. The message of achievement and the notion of supporting the development of

young people are a common thread that link all of these programs. The Campaign provides an umbrella for a collective voice regarding issues facing children of color.

Campaign Partners can:

- Ensure that the content of education related programs such as after-school tutorials adhere to state and district standards
- Ensure that youth development projects -- such as mentoring or leadership programs -- are developmentally appropriate and address the supports and opportunities that enable young people to grow socially and academically
- Work with National Urban League, Urban League affiliates, other Campaign Partners and youth service providers to ensure that all young people have a consistent, competent and caring adult in their life
- Work with NUL, Urban League affiliates, other Campaign Partners and youth service providers to ensure that every community has the supports and resources available to help young people develop socially and academically

Campaign Partners' Newsletters, Journals, other Publications and Media Outlets

Campaign Partners have national memberships and represent an extensive and elaborate network of connections both professionally and personally. Existing Partner communication venues and media outlets provide an excellent opportunity for sharing and disseminating information deep into the African-American community.

Campaign Partners can:

- Provide a consistent and ongoing message and voice on the need for quality education for African-American and other children of color
- Use existing communication systems, newsletters, journals, promotional materials or inserts, to keep members aware of the critical issues impacting children of color
- Disseminate to their membership information and strategies to work with children and youth at home to improve academic performance levels

Campaign Core Activities

The Campaign's Core Activities are being implemented nationally to brand the Campaign as a movement within the African-American community. These activities offer an opportunity to put forth the collective voice of the Campaign Partners locally and nationally on an issue critical to the African-American community – the academic and social development of our children. The Campaign's Core Activities are a mechanism to bridge our individual efforts around children, thereby "reinventing the village" to sustain our young people. A copy of the Campaign Core Activities is attached.

Campaign Partners can participate in Campaign Core Activities by:

- Joining local Campaign steering committees
- Nominating and/or co-sponsoring young people for the National Achievers Society
- Initiating, co-sponsoring and/or participating in local Education Summits
- Initiating, co-sponsoring and/or participating in activities for Achievement Month and Doing the Right Thing celebrations in September
- Become an active participant and "spokes organization" for quality education
- Work with the National Urban League, Urban League affiliates and other Campaign Partners to provide a collective voice on issues that affect the academic and social development of children of color
- Work with the National Urban League, Urban League affiliates and other Campaign Partners to conduct a community assessment of barriers and assets to quality education

The National Urban League

Founded in 1910, the National Urban League is the premier social service and civil rights organization serving African-Americans in this country. The National Urban League is a nonprofit, nonpartisan, community-based movement headquartered in New York. The National Urban League, with 114 affiliates in 34 states, touches more than two million people a year. Therefore the League is in a unique position to provide leadership at the national, state and local levels in the current debates around stiffer education standards, national assessments, public education reform, and the national commitment to youth.

The National Urban League will support Campaign Partners in the following ways:

- Provide articles on the Campaign and issues of academic achievement and quality education that can be adopted or adapted for Partner newsletters, journals, etc.
- Offer established venues like the Campaign Core Activities to connect Campaign Partners around a common issue of interest – the academic and social development of children and youth
- Convene an annual meeting of Campaign Partners to share information and strategize around common interests
- Offer a Speakers Bureau of experts in education and youth development for national and regional meetings
- Provide printed materials on achievement related issues for training and distribution
- Organize national public forums to present a collective voice on education issues facing African-American and other children of color
- Convene press conferences and briefings to hold public officials and policymakers accountable for the education of all children

Provide training on quality education indicators, college admissions and test preparation and other education and youth development issues.