

1991

IV. EDUCATION

1. All African-American Male Schools

Approved

WHEREAS, the NAACP recognizes that the situation of the African-American male in American is on of the most severe crisis with the African –American male rating the worst on every single social indicator; and,

WHEREAS, in the area of education the African –American male is especially at risk and,

WHEREAS, there have been efforts all across the country to create all black male schools at the elementary and secondary levels to address this problem;

NOW THEREFORE BE IT RESOLVED, that the NAACP, while cognizant of the complex problems of the African-American male, must reaffirm its historical opposition to school segregation of any kind, and call upon all persons concerned to find workable alternatives to the proposed segregated education for African-American males;

BE IT FURTHER RESOLVED, that the NAACP calls upon all researchers to desegregate the data, not only by race, but by race and sex, in order to better ascertain the problem;

FINALLY BE IT RESOLVED, that all units of the NAACP be encouraged to develop various projects that can be targeted to the needs of African-American males.

2. Increased African-American Staff in the Public School System

Approved

WHEREAS, declining numbers of minority educators in the public school system have caused great concern through the African-American community; and,

WHEREAS, minority students need good qualified role models; and

WHEREAS, the lack of good role models impart negatively on minority students;

BE IT RESOLVED, that all unities take steps to insure the implementation and promotion of African-American teachers and administrators to teach within the public school system.

3. Integration of Black History

Resolution adopted 1990

Reaffirmed

WHEREAS, Black History is a part of the basic history of this country, and should be an integral part of the teaching of history at every level; and,

WHEREAS, the NAACP National Office has in place a corrective remedy for the situations which do not meet this criteria;

BE IT RESOLVED, that the NAACPers with Region VI affected by the discriminatory teaching of America's history invite the National Office to assist in implementing necessary corrective action.

4. A Resolution In Support of Education for Future Employment

Approved

WHEREAS, education is a basic tool for all Americans. Modern technology requires more and greater training. Industrial firms tend to locate in communities where there is an existing skilled labor force and future employment is dependent upon an individual's ability to comprehend complex situations, analyze problems and accept new concepts; and,

WHEREAS, historical evidence shows that Afro-Americans as a whole have been scoring lower on standardized tests. Also, national data show that Afro-Americans and Hispanics are not receiving terminal degrees that correlate to their percentage of representation within the population: and,

WHEREAS, these data further show that African-Americans are underrepresented in the workforce at a time when their population is increasing; and,

WHEREAS, it has been scientifically proved that people who receive a sound basic education at a younger age are more likely to succeed;

BE IT THEREFORE RESOLVED, that the NAACP become more involved in the various educational processes of school districts by learning what is being taught and demanding that their students receive the best instruction;

AND BE IT FURTHER RESOLVED, that we as parents and concerned friends do all that we can to encourage Afro-American students, and serve as their mentors wherever possible. This involves the establishment of a tutorial program and other types of hands-on educational enhancements.

5. A Resolution in Support of Education

Approved

WHEREAS, education is a basic tool for all Americans; and,

WHEREAS, education is a basic tool for all Americans. Modern technology requires more and greater training. Industrial firms tend to locate in communities where there is an existing skilled labor force and future employment is dependent upon an individual's ability to comprehend complex situations, analyze problems and accept new concepts; and,

WHEREAS, historical evidence shows that Afro-Americans as a whole have been scoring lower on standardized tests. Also, national data show that Afro-Americans and Hispanics are not receiving terminal degrees that correlate to their percentage of representation within the population: and,

WHEREAS, it has been scientifically proved that people who receive a sound basic education at a younger age are more likely to succeed;

BE IT THEREFORE RESOLVED, that the NAACP become more involved in the various educational processes of school districts by learning what is being taught and demanding that their students receive the best instruction;

AND BE IT FURTHER RESOLVED, that the NAACP strongly encourage parents and concerned friends to serve as mentors for these African-American students and continue the promotion of tutorial programs which provide an opportunity for these students to become aware of the curriculum they choose in preparing for future employment opportunities.

6. Saving Meharry Medical College

Whereas, while Meharry Medical College, during its 155-year life has trained at least 40% of black physicians in the nation; and

WHEREAS, the school's financial status falls in the red, about 5 million annually, a result that makes it increasingly difficult to recruit new doctors and professors; and,

WHEREAS, Meharry graduates have demonstrated their intense concern for mankind by their upscale practice in underserved rural and inner city areas and, moreover, the school offers places in its first-year classes to black students whose test scores would likely keep them out of other schools; and,

WHEREAS, with black life expectancy in a tenuous condition and with 7 percent of the nation's doctors are black, Meharry is clearly among the most seriously-needy medical schools in the nation and,

WHEREAS, the school's modern Hubbard Hospital, with a bed capacity of 250, rarely has more than 100, a number so low that it has lost -- or is about to lose -- accreditation for its residency programs in surgery, pediatrics and obstetrics-gynecology; and,

WHEREAS, the Vanderbilt University Medical center, Nashville's largest private employer and the dominant influence in the area, has agreed to a Meharry proposal that would shut down Nashville General Hospital where 60 percent of its patients are white, and move its operations to Meharry Hubbard where 80 percent of its patients are black; and,

WHEREAS, Meharry would essentially give its hospital facility to Nashville on the condition that the merged hospital would service the school's teaching center, a consequence that would also allow the city to cut needed- operating costs and enable Meharry to regain sound economic health; and

WHEREAS, race and medical care have become so emotionally entwined that, despite a task force report recommending the merger and an accounting study indicating it would save money for the city, the seven-member Metro-Nashville Hospital Board, after a two-year study, voted against the proposal earlier this year, which now heads toward a showdown vote later this year in the Nashville Metro Council;

BE IT THEREFORE RESOLVED, that the 82nd National NAACP Convention calls upon the Nashville Branch, assisted by the Tennessee Conference of Branches, to intensify its efforts to mobilize grass-roots for the merged hospital that would save Meharry; and, as well, to cultivate local political support; and,

BE IT ALSO RESOLVED, that National NAACP, through its Office of Public Relations, utilize all possible means to publicize Meharry's plight, including appealing for help to save it, and that appeals be made to such persons and organizations as U.S. President Bush, Director of Secretary of Health and Human Services Louis Sullivan, and the medical and hospital associations at the local, state and national levels;

BE IT FINALLY RESOLVED, that the NAACP also seek to utilize others in the "campaign to save Meharry," including the Governor of Tennessee, the State's Congressional delegation and the Meharry Alumni Association.

1992

II. EDUCATION

1. OPPOSITION TO ALL VOUCHER SYSTEMS AND PROGRAMS (Altadena, CA)

Approved

WHEREAS, equal access to educational opportunity has been the highest priorities of the NAACP throughout its history; and,

WHEREAS many school districts and states throughout the United States by votes of the district and legislative initiative are now attempting to Institute voucher systems whereby a student may receive from a school district moneys allocated to a districts from the government to the education of a student which moneys may be used as the student may see fit in educating himself or herself; and

WHEREAS, the proposed Voucher Systems and Programs (entitled "Parental Choice in Education") which reverse many of the gains made since Brown vs. Topeka (1955) officially desegregated the schools'; and

WHEREAS, black and Hispanic families will not be able avail themselves of the private school option because they not be able to afford considerable cost beyond the value of the voucher, with the result that children of color will still be trapped in increasingly underfunded public schools; and

WHEREAS as many affluent California families are currently enrolled in private schools thus costing taxpayers nothing, but will receive voucher systems and programs support under proposed initiative, which will further erode financial resources for public education.

THEREFORE BE IT RESOLVED that the NAACP go on record as strongly opposing any form of voucher system as inherently discriminatory and regressive, and that this opposition be clearly communicated to the media, all State Conferences, Branches and to the general community.

2. VOUCHER PLANS (National Office)

Approved

WHEREAS, the President's America 2000 educational initiative is calling for schools of choice which would permit state funds to follow the student to any private or parochial school, or to any other school district within the state; and,

WHEREAS, it is clear that the results could be financially devastating to the public school system on which so many minorities and poor depend; and

WHEREAS, at least one school district is allocating state funds to a percentage of low income students to be used at private elementary or secondary schools,

NOW THEREFORE BE IT RESOLVED, that the NAACP reaffirms its 1970 and 1971 resolutions on vouchers which express concern about the possibility of greater racial, ethnic and socio—economic segregation

THEREFORE BE IT FINALLY RESOLVED, that the NAACP form coalitions with other organizations whose positions are similar to develop strategies at the national and state levels to oppose vehemently, through legislatures and the courts, any voucher system that would transfer funds from public to private schools

3. EDUCATION

Approved

WHEREAS, our children continue to fall through the cracks of the educational system at an alarming rate; and

WHEREAS, the academic performance of children is continuing to decline; and

WHEREAS, the motivation for learning continues to wane for these children; and

WHEREAS, the present day relevancy of educational methodology is questionable;

BE IT THEREFORE RESOLVED, that the NAACP National Office, State Conferences, and local branches evaluate the relevancy of their education policies and programs for children in the 1990's.

4. COMPARABLE FUNDING FOR BLACK GRADUATE STUDENTS

Approved

WHEREAS, African-American citizens constitute more than 13% of the U.S. population but received less than 3% of the doctorates from United States universities in 1990 while non-American citizens received 28% of all doctorates from American universities that year;

WHEREAS, African-American males constitute 6% of the U.S. population, 47% of the U.S. prison population, 5% of top corporate positions in the private sector, but constitute less than 3% of those with access to U.S. post-secondary education and less than 1% of those who received doctorates from American universities in 1990;

WHEREAS, African-American males are the only underrepresented American minority group who has suffered a loss of more than 50% in the receipt of Ph.D.s from American universities since 1975-77 while the number of Ph.D.s going to all other

underrepresented American minority groups has increased considerably and the number of Ph.D.s from American universities going to non American citizens has increased more than 60% during that time;

WHEREAS, the 1990 Doctoral Project of the National Research Council of the National Academy of Sciences documented that American research universities provided greater support to the international students who received doctorates compared to the funding provided to African-Americans who received doctorates. This higher level of American university support of non American citizens over African-Americans held for every doctoral and professional field, including the humanities, education and the social sciences;

WHEREAS, the result of such funding was that the more numerous international students who received greater funding resulted in 70% of the almost 9500 non-American citizens who received doctorates not incurring any debt to complete their doctorates while almost 70% of the much smaller number of African-American (820) and 33% of the Hispanic recipients incurred doctoral educational debt of more than \$10,000;

WHEREAS, direct federal grant funding for doctoral support has declined in favor of more loan funding (for American citizens) with the result that almost 70% of all funding for graduate education is in the form of federally subsidized research assistance that research university faculty are much more likely to give to international students in comparison with American minorities;

WHEREAS, it should be clear to everyone that the above situation will not change unless major funding and funding incentives for American universities change;

BE IT THEREFORE RESOLVED, that the National Office of the NAACP encourage and help all branches move to insure that the following policies and actions be taken by the U.S. Congress and state legislatures, especially state legislatures in states with significant African-American populations:

1. Whenever American universities use federal (or state) funds for graduate student research support, and whenever that support covers more than one student, then for every international student that American faculty members chose to support with these federal (or state) funds, they must also support a black minority student.
2. Since major American research universities do not currently provide comparable research opportunities to American minority students as those provided to international students, no would be the time to address this issue by providing major research commitments to Historically Black Colleges and Universities that have successfully demonstrated the ability to graduate. It seems likely that those institutions are uniquely suited to provide the type of quality research environment that will develop the minority talent currently being lost to our nation.
3. Incentives should be given to those universities where the minority percentage of Ph.D. graduates roughly equals or exceeds the percentage of minorities in their state populations. This could be accomplished through the addition of a 10-point bonus to every federal or state competitive research contact.

5. RACIAL HOSTILITY ON COLLEGE CAMPUSES

Approved

WHEREAS, racial attitudes and behaviors are escalating at an alarming rate among youth as evidenced by the increase in racial incidents on college campuses throughout the United States;

WHEREAS, many colleges and universities are adopting stricter codes of conduct for students in response to an increase in racist behavior by college students;

AND WHEREAS, throughout the United States racial incidents on college campuses requires immediate attention and an answer and an aggressive program of human relations and specific codes of conduct designed to safeguard civil rights guaranteed by both the First and the Fourteenth Amendments to the Constitution of the United States; such as:

1. A Georgetown University law school student asserted that lack student admitted to the Law School were of less quality and academic standing than white students which set off debate and protest about misconceptions and stereotyping of black students.
2. A predominantly white fraternity on the campus of GeorgeMason University sponsored a show featuring a white student in blackface causing black students to highlight the need for promotion of racial awareness, prompting more racial incidents.
3. At Cornell University, two minority members of a predominantly white honor society resigned from the group asserting that racial discrimination was to blame for the non-acceptance of two outspoken minority students on campus.
4. Members of the Sigma Chi Fraternity and the Kappa Delta Sorority at the University of Alabama (Tuscaloosa) sponsored a party with the theme: "Who Rides the Bur' Two sorority members appeared in black face with basketballs stuffed in their shirts to mimic pregnancy.
5. Black students at Olivet College were involved in an altercation with white students at a dormitory that became an instance for racial slurs and a major brawl. Many black students left the campus for safety concerns after receiving threatening phone calls and hate mail, and hearing racial epithets.
6. At Rutgers University racist graffiti was found in a residence hall and a study hall. Additionally, a campus newspaper printed a personal advertisement in the classified as section which referred to blacks in a very harsh way.

NOW, THEREFORE, BE IT RESOLVED, that the National Association for the Advancement of Colored People urges all public and private colleges in this nation to conduct an assessment or racial attitudes and behavior on campuses and to institute or amend specific codes of conduct for students, faculty, and administrators, that not only prohibit racist behavior but also protect free speech and encourage such speech on campuses in the form of open discussion and analysis to the end of exposing the evil or racism and encouraging greater understanding, tolerance, and respect among people of all races.

6. A NATIONAL ASSESSMENT SYSTEM

Approved

WHEREAS, historically, for African-Americans testing has meant exclusion rather than inclusion in the American mainstream, with standardized multiple choice tests being used to channel our students into slow tracks and mentally retarded classes and screen them out of higher education opportunities and jobs, and

WHEREAS, over 100 million standardized multiple choice tests are administered each year and the nation's classrooms consuming some 20 million school days add expending the equivalent of 900 million dollars in direct or indirect expenditures, and

WHEREAS, the President, The National Council on Education Standards and Testing, and other educational testing groups have recently called for the establishment of a national assessment system, and

WHEREAS, the NAACP has expressed concern in a previous resolutions about the over-reliance on the results of standardized multiple choice tests,

THEREFORE BE IT RESOLVED, that the NAACP calls upon its members to pressure all concerned to resist the clamor to spend millions of dollars for the development of a national assessment system which will not solve our educational problems, but rather invest those funds into programs which will achieve the national education goals, and

BE IT RESOLVED THAT, the NAACP insists that before any assessment system is developed in the future, that it be required to demonstrate how it will improve the quality of education and provide for equity.

BE IT FURTHER RESOLVED, that, the NAACP insists that any assessment or students use multiple methods, be performance based, and diagnostic and prescriptive in nature, and

FINALLY, BE IT FURTHER RESOLVED, that state and local school systems be held responsible for providing the resources and funding necessary for all students to meet the proposed standards.

7. FEDERAL RECOGNITION OF ACCREDITING AGENCY

Approved

WHEREAS, the Secretary of Education threatened to withhold recognition of the Middle States Association of Colleges and schools for its use of campus diversity as a criterion of effectiveness in its evaluations, which he considers inappropriate, and

WHEREAS, the Middle States under threat changed its requirements stating that each school was free to define diversity for itself and that the requirement was not mandatory for accreditation, and

WHEREAS, diversity fostered within institutions of higher education does not necessarily erode the diversity that exists among institutions such as historically black colleges, religious institutions, and men's or women's colleges, and

WHEREAS, there are other accrediting agencies which have diversity as a criterion which will, probably be challenged and not officially recognized,

THEREFORE, BE IT RESOLVED that, the NAACP condemns these actions by the Secretary of Education and urges reconsideration since the NAACP considers diversity not merely a laudable and moral objective but an essential ingredient for a true quality education, in order for students to function effectively in our pluralistic society and world.

AND, BE IT FURTHER RESOLVED that, the NAACP looks at both legal and legislative strategies that will support those accrediting agencies that are committed to their diversity requirements in regard to students, faculty, administrators and trustees.

8. RACE-SPECIFIC SCHOLARSHIPS

Approved

WHEREAS, less than one percent of all students enrolled in colleges and universities are beneficiaries of race-specific scholarships, and

WHEREAS, only two percent of student aid front all sources devoted to race-specific scholarships and therefore does not diminish opportunities for other Americans, and

WHEREAS, the U.S. Department of Education has had a long standing policy of permitting the use of minority scholarships as a means of encouraging and enforcing minority participation in higher education,

THEREFORE BE IT RESOLVED, that the NAACP strongly condemns the Department of Education's continuing effort to restrict scholarship opportunities for minorities; and

BE IT FURTHER RESOLVED, that the NAACP urges Congress to develop, if necessary, laws to rectify this policy reversal, permitting institutions of higher education to use their funds to enhance campus diversity and provide minorities with meaningful access to higher education.

1993

XII. EDUCATION

RECOMMENDATIONS OF 2ND ANNUAL NAACP DAISY BATES EDUCATION SUMMIT

Concurred

WHEREAS, the NAACP Daisy Bates Education Summit convened in Little Rock, Arkansas on May 15-17, 1992 to consider issues critical to the academic success of African American students; and,

WHEREAS, following the deliberations of the summit, the Education Advisory Committee/conveners made recommendations regarding the issues considered,

including lack of minority faculty - elementary and secondary schools, lack of minority faculty in higher education, in-school discrimination factors, financial assistance to graduate students, choice, and race-specific scholarships, some of which constitute a reaffirmation of previous NAACP resolutions (see attached recommendations, and a copy of summit proceedings which may be obtained from the NAACP National Office - Education Department): and,

WHEREAS, the importance of quality education and the eradication of in-school discrimination remains an urgent concern of the NAACP and indispensable to the achievement of its historic goals and purposes.

BE IT THEREFORE. RESOLVED, that the recommendation of the 2nd Annual NAACP Daisy Bates Education Summit be adopted and implemented by the NAACP and its units.

FINANCIAL ASSISTANCE TO GRADUATE STUDENTS (GRANTS AND AWARDS)

To support the access of American-born minority students to the graduate education pipeline, and thus increase the number of minorities with post-baccalaureate degrees, institutions must assure greater availability of financial resources for graduate education.

Legislation, accompanied by financial incentives to graduate institutions should be developed in order to guarantee funding to qualified American minorities, before those resources are made available to student from foreign countries.

This concern is crucial to the stabilization of America's future work force.

State and Local NAACP Units can:

- * Serve as a clearinghouse for graduate education grants and awards information.
- * Collect data regarding local/area distribution and probable disparity of graduate scholarships and grants in order to:
 - Disseminate to the media
 - Encourage local corporate support for scholarships and grants to African-American students
 - Encourage development and/or support of legislation to increase available funds for qualified African-American graduate students

IN-SCHOOL DISCRIMINATION FACTORS

Instructional approaches in many majority black schools create conditions that increase the difficulty of eliminating disadvantages, rather than creating circumstances that address and resolve those problems. The following are some of the policies and practices that contribute to the miseducation of African-American students:

- * Under-qualified and under-prepared teachers who are disproportionately placed in "at risk" schools serving majority black students.
- * "Tracking" practices which limit "at risk" and black students to the lowest quality and level of knowledge, and the least prepared teachers.

* Lack of enrichment resources and instruction, as opposed to extensive remedial instruction.

* Lack of understanding and frequent misuse of standardized tests, resulting in the mis-labeling, misplacement, and mis-education of many black students.

State and Local NAACP Units can:

Collect and organize data that will provide information regarding the numbers\percentages of African-American students in relation to the total student enrollment; and the distribution of those students in gifted/talented classes v special ed classes. In addition, information concerning the rate of retention, suspension and expulsion of African-American student should be obtained.

This information can then be used to:

* Inform the media.

* Request from the Board of Education action that will:

- Increase access of African-American students to higher level courses, and gifted and talented experiences.

- Eliminate tracking

- Decrease the numbers of African-American student in remedial and low-level courses.

- Make the necessary changes to decrease need for suspensions expulsions

- Provide necessary support for disadvantaged students, so that they may develop the skills required to achieve academic parity.

LACK OF MINORITY FACULTY IN HIGHER EDUCATION

The underrepresentation of minorities, particularly African-Americans, in academic faculties of majority institutions must be addressed, in order to help assure greater access of minorities to the upper-education pipeline. There is a need for the development of legislation that will include financial incentives to require graduate schools to:

* Use multiple criteria for student selection (that is more inclusive of minority participation).

* Support initiatives to require that qualified minorities be included in all faculty search pools of candidates for positions.

* Focus on increased African-American student participation at institutions that provide graduate education.

* Increase the awards, and make Pell grants an entitlement program.

* Provide federal recognition for those accrediting agencies that use diversity as criteria.

State and Local NAACP Units can:

* Provide test-taking skills workshops for undergraduate students preparing for graduate school.

- * Provide scholarship assistance for well-qualified students.
- * Develop job banks to facilitate access to careers in Higher Education
- * Provide mentoring support for new instructors.
- * Encourage and assist with the development of training for school administrators to ensure effective leadership for diverse teaching staffs.
- * Support expanded Ph.D. programs in HBCU's for African-American students.

CHOICE

The proposed Voucher System and Program: "Parental Choice in Education" tend to reverse many of the gains made since *Brown v Topeka (1955)* officially desegregated the schools. These programs will prevent many minority families from availing themselves of the private school option, because of the considerable cost beyond the value of the voucher. As a result, those children will, of necessity, remain in increasingly under-funded public schools. On the other hand, many affluent families, whose children are already enrolled in private schools will receive voucher systems support, thus further eroding financial resources for public education.

It is clear that the results of the Choice Program, and Voucher system could be financially devastating, and will encourage the re-segregation of the public school system upon which so many African-American and other minorities depend.

State and Local NAACP Units can

- * Collect data regarding public school per-pupil expenditures and local private/parochial school costs.
- * Conduct "town-community" meetings concerning the above information:
 - Invite persons representing public and private school systems, to respond to queries, and provide information that will help formulate decisions about "Choice".
 - Invite legislators who will be involved in influencing final decisions about "Choice".

RACE-SPECIFIC SCHOLARSHIPS

Scholarships for African-Americans at all education levels should continue to be made available, because of the continuing underrepresentation in academics and the professions.

Colleges and universities traditionally administer scholarships based on ethnicity, gender, religion and other characteristics. For African-Americans, race is ethnicity. It is, therefore, inequitable to target race-based scholarships for elimination.

State and Local NAACP Units can:

- * Work with colleges and universities to ensure the continuation of scholarships for African-American students.
- * Work to ensure continued donor support (both private, individual and corporate) of these scholarships.

- * Develop within their ranks, scholarships for African-American students.
- * Serve as a resource of scholarship information for students.

LACK OF MINORITY FACULTY - ELEMENTARY AND SECONDARY SCHOOLS

The lack of academic achievement of many African-American students in elementary and secondary schools can be directly related to the lack of African-American staff at those levels. The entrance of fewer qualified college graduates into the teaching profession is attributable to many causes; one of which, is the failure of African-American teachers to pass the National Teacher Exam. Of great importance also, is the need to encourage young people to consider teaching as a viable career choice. The presence of qualified African-American teachers in the classroom is critical to the educational success of our children

State and Local NAACP Units can:

- * Continue NTE test-taking skills classes.
- * Encourage the development of future teacher cadet programs in high schools.
- * Develop career fairs with local school educators and colleges, for youth and parents.
- * Establish Scholarships specifically for teacher education.
- * Initiate mentor programs for college students with local teachers.

1994

III. Education

1. NAACP and Black Football Coaches West Virginia State College Division

WHEREAS, black students comprise the majority of all athletes, in basketball and football teams in Division I colleges and universities; and

WHEREAS, only a small percentage of black coaches and administrators in athletics are employed by Division I colleges and universities who participate in football and basketball; and

WHEREAS, this image sends an erroneous message to our student-athletes that we can perform, but we cannot manage; and

WHEREAS, the presence of more African American coaches and administrators in athletics could provide more positive role models to the African American student body; and

WHEREAS, black students take responsibility for improving their academic performance and personal behavior;

BE IT RESOLVED, that the NAACP and black football coaches establish a partnership to promote black coaches and administrators in athletics and work to eliminate discrimination in our colleges and universities.

2. National Goals and Standards

Submitted by the Executive Director

WHEREAS, the Goals 2000: Educate America Act (PL103-227) officially establishes the following eight (8) national goals for all school systems to achieve

- All children will begin school ready to learn.
- Ninety (90) percent of high school seniors will graduate.
- Students will graduate from the fourth, eighth, and twelfth grades after demonstrating competency in English, Mathematics, Science, Arts, Foreign Languages, Civics and Government, History, Geography and Economics.
- The nation’s teachers will have access to the professional development necessary to help them prepare students for the 21st century.
- All Americans will be literate and possess the skills needed to compete in the international economy and be responsible citizens.
- American schools will be free of drugs, guns, alcohol and violence and will offer students an environment conducive to learning.
- Every school will promote programs that Will increase the participation or parents in the social, emotional and academic growth of their children; and

WHEREAS, “today’s society expects schools to ensure that all students have opportunity to become mathematically literate and are capable of extending their learning, have an equal opportunity to learn and become informed citizens capable of understanding issues in a technological society. As society changes, so must its schools; and

WHEREAS, “educational goals for students must reflect the importance of mathematical literacy and the NCTM standards articulate the following five general goals for all students: (1) they learn to value mathematics, (2) they become confident in their ability to do mathematics, (3) they become mathematical problem solvers, (4) they learn to reason mathematically,” and

WHEREAS, educational goals for students must reflect the importance of African American studies and culture; and

WHEREAS, “the Algebra Project, as developed by Robert P. Moses, proposes to create a national collaborative designed to substantially increase the number of minority and poor inner-city and rural students able to succeed in Algebra and thus enter the college track in high school;” and

WHEREAS, “the Algebra Project’s goals are: (1) to organize a mathematics literacy effort designed to train teachers to deliver high quality middle school mathematics curricula in poor inner-city and rural areas with predominantly minority populations in order to prepare these students to enter college preparatory mathematics and science tracks in high school; and (2) to put in place a set of self- supporting networks that will

ensure that the efforts of the project will produce long- term results for students, schools and communities;

BE IT THEREFORE RESOLVED, that the NAACP does hereby support and endorse both the concept and the goals of the Algebra Project nationwide and takes this position in the interest of all of our children, as a friend of education;

THEREFORE, BE IT RESOLVED, that the NAACP state and local Education Committees across the country become active participants in the development and implementation of the goals, standards and assessments to ensure equity; and

BE IT FINALLY RESOLVED, that the NAACP insist on “opportunity to learn standards” the obligation of the state and local education agencies to provide the necessary resources and opportunities for all children to meet the high level performance standards set.

3. 40th Anniversary of Brown v. Board of Education

WHEREAS, May 17, 1994 marks the fortieth anniversary of the Brown v. Board of Education decision, which overturned the doctrine of “Separate But Equal” and led to the civil rights statutes of the 1960’s.

WHEREAS, this historic decision represented the culmination of many years of litigation by the NAACP and its counsels, the Honorable Thurgood Marshall, and his deputy, Robert Carter; and

WHEREAS, a recent school desegregation study indicated a dismal trend that the racial isolation of African American students has increased to levels found in 1968; and

WHEREAS, the First Annual Daisy Bates Educational Summit dealt with the issues related to “School Desegregation--The Unfinished Agenda” and provided a host of policy guidelines and recommended strategies; and

THEREFORE, BE IT RESOLVED that the NAACP rededicates itself to the promise of Brown the achievement of equal educational opportunity for all children; and

BE IT RESOLVED that, in spite of the problems associated with changing demographics and segregated housing, the NAACP refuses to abandon the fight for integration, realizing that it produces too many positive outcomes in the form of a more open and accepting society to be relinquished; and

BE IT ALSO RESOLVED that the NAACP will no longer be satisfied with simply dismantling the structure of segregation, but will be concerned with providing a quality education for all African American children wherever they are in schools; and

BE IT FURTHER RESOLVED that the NAACP pursue policies within schools where classes are tracked and segregated in the curriculum where the culture and contributions of African Americans are omitted, and in outcomes by reducing the achievement gaps and other educational disparities; and

FINALLY, BE IT RESOLVED that the NAACP pursue the desegregation of higher education together with the enhancement of Historically Black Colleges and Universities as a significant aspect of those plans.

1995

VI. EDUCATION

1. Annual Cultural Book Drive [Youth Council, NJ]

WHEREAS, African Americans do not receive adequate exposure to their history, culture and competent literacy skills; and,

WHEREAS, African Americans are usually isolated from places where these resources can be utilized; and,

BE IT THEREFORE RESOLVED, the NAACP should set up an Annual Cultural African American Book Drive so the local communities may have access to material that reflects their culture and history for research and development as well as improve literacy levels; and,

BE IT FURTHER RESOLVED, this will not be a fundraiser per se. but this will be a service to the local community; and,

BE IT FURTHER RESOLVED, items can be distributed at local community centers and churches where families and children gather; and,

BE IT FINALLY RESOLVED, that NAACP branches will do the chore of locating donated materials as well as the distributing of the materials to the various sites.

2. Inclusion of African Ancient History and the History of African American throughout the Public School Systems. K-i 2

[NY Branch]

WHEREAS, environmental influences shape the development of each child; and,

WHEREAS, education systems serve as a major influence towards that development; and,

WHEREAS, students in the Public School System receive very little, if any knowledge concerning Ancient African History and African American History; and,

WHEREAS, students in the African American Community are especially disadvantaged due to this lack of information on Ancient African History and African American History, they experience feelings of racial inferiority; and,

THEREFORE BE IT RESOLVED THAT, the NAACP will endeavor to correct this injustice of African Americans having been negatively affected by the discriminatory and purposeful omission of ancient history and African American History in the public School System; and,

BE IT FURTHER RESOLVED, that local units will monitor the implementation and development of the curriculum in accordance with this resolution.

1996

EDUCATION

I Express Support for Central State University

[by the Akron, OH Branch]

CONCURRED

WHEREAS, Central State University, located in Ohio, has continually served the needs of African-American students, and

WHEREAS, Central State University is the only publicly supported predominantly African-American university in the state of Ohio,

THEREFORE BE IT RESOLVED, that the Delegates to the National Convention express their concern for the survival, financial independence and academic integrity of Central State University,

BE IT FURTHER RESOLVED, that the Delegates to the National Convention urge Local and National leaders to support those institutions that they best serve African American students

2. New Resolution

Reaffirm the Association's Policy of 1986 regarding support for predominately African American Universities, which states as follows

“Survival of the Historical Black Colleges & Universities”

CONCURRED

WHEREAS, the historically Black public college and universities have not been adequately funded and supported as public institutions by their state governments, and

WHEREAS, these institutions have provided an education to many Black leaders, and

WHEREAS, these institutions continue to provide an educational opportunity to many Blacks who would not have this opportunity if these schools did not exist

THEREFORE BE IT RESOLVED, that this Convention call upon the Governor and the Legislators of those States in which historically Black colleges and universities are located to increase funding support to these schools at the same degree as they do for the traditionally white schools

3. Establish National Education Standards

(Akron, OR Branch)

CONCURRED

WHEREAS, there is a movement to establish national education standards, and

WHEREAS, all students need to learn the history of all minorities including African-Americans,

THEREFORE BE IT RESOLVED, that the Delegates at the National Convention endorse the development of national education standards in education that insure that the study of all minorities, including African-Americans be included at all levels of the curriculum.

4. New Resolution

Reaffirm the Association's Policy of 1994 regarding support for National Educational Standards, which states as follows

CONCURRED

WHEREAS, the Goals 2000: Educate America Act (PL103 -227) officially establishes the following eight (8) national goals for all school systems to achieve

- All children will begin school ready to learn
- Ninety (90) percent of high school seniors will graduate
- Students will graduate from the fourth, eighth, and twelfth grades after demonstrating competency in English, Mathematics, Science, Arts, Foreign Languages, Civics and Government, History, Geography and Economics
- The nation's teachers will have access to the professional development necessary to help them prepare students for the 21st century
- All American's will be literate and possess the skills needed to compete in the international economy and be responsible citizens.
- American schools will be free of drugs, guns, alcohol and violence and will offer students an environment conducive to learning
- Every school will promote programs that will increase the participation of parents in the social, emotional and academic growth of their children, and

WHEREAS, "today's society expects schools to ensure that all students have opportunity to become mathematically literate and are capable of extending their learning, have an equal opportunity to learn and become informed citizens capable of understanding issues in a technological society" As society changes, so must its schools, and

WHEREAS, "educational goals for students must reflect the importance of mathematical literacy and the NCTM standards articulate the following five general goals for all students (1) they learn to value mathematics, (2) they become confident in their ability to do mathematics, (3) they become mathematical problem solvers, (4) they learn to reason mathematically," and

WHEREAS, educational goals for students must reflect the importance of African American studies and culture, and

WHEREAS, "the Algebra Project, as developed by Robert P Moses, proposes to create a national collaborative designed to substantially increase the number of minority and poor inner-city and rural students able to succeed in Algebra and thus enter the college track in high school," and

WHEREAS, “the Algebra Project’s goals are (1) to organize a mathematics literacy effort designed to train teachers to deliver high quality middle school mathematics curricula in poor inner-city and rural areas with predominately minority populations in order to prepare these students to enter college preparatory mathematics and science tracks in high school, and (2) to put in place a set of self-supporting networks that will produce long-term results for students, schools and communities”,

BE IT THEREFORE RESOLVED, that the NAACP does hereby support and endorse both the concept and the goals of the Algebra Project nationwide and takes this position in the interest of all of our children, as a friend of education;

THEREFORE, BE IT RESOLVED, that the NAACP state and local Education Committees across the country become active participants in the development and implementation of the goals, standards and assessments to ensure equity, and

BE IT FINALLY RESOLVED, that the NAACP insist on “opportunity to learn standards” the obligation of the state and local education agencies to provide the necessary resources and opportunities for all children to meet the high level performance standards set

5. Programmatic Thrusts for African-American Children [VII Leadership Conference]

CONCURRED

WHEREAS, children are our most precious resource and as such deserves our best effort, and

WHEREAS, our children of African-American descent are presently endangered by the emotional, social, physical and health pressures and threats of our present society, and

WHEREAS, our children are subject to systemic overt and covert discrimination, and

WHEREAS, our children represent our continuation as a group and our future as a people, and

WHEREAS, it is realized that raising a child is the task of the broader community, and

WHEREAS, it is realized that no single child can be saved unless all children are lifted and saved in unison,

THEREFORE, BE IT RESOLVED, that the NAACP will adopt the task of saving our African-American children as one of its primary programmatic thrusts for the next decade, and

BE IT FURTHER RESOLVED, that the NAACP will coordinate and focus its program implementations and its resources on organizing its membership, working with other organizations, and The African community at large to save our children; and

BE IT FINALLY RESOLVED, the NAACP reaffirms its long standing policy of promoting quality education, excellence and equity

6. New Resolution

CONCURRED

Reaffirm the Association’s Policies (2) of 1977 regarding Quality Education for African Americans, which states as follows:

A. Definition of Quality Education

WHEREAS, the NAACP is increasingly concerned regarding the quality of education that black youth receive in our nation's public schools, and

WHEREAS, there appears to be confusion regarding what constitutes a quality education, with quality education being sometimes described as improved school practices and physical plants in segregated situations without the efforts being made to desegregate schools,

NOW THEREFORE BE IT RESOLVED, that we direct our units to define quality education as an adaptive, multi-faceted process which provides a nurturing psychological environment reinforced by strong support, guidance and instructional systems which prepare individuals to function effectively in a mobile, multi-ethnic, technologically-oriented society, enable them to actualize their potentials, pursue their aspirations and understand their obligations to society

B. Report on Quality Education for Black Americans

WHEREAS, the NAACP Conference on "Quality Education for Black Americans An Imperative" was an outgrowth of the NAACP's concern over the deteriorating quality of education received by many Black youth, and

WHEREAS, there is a growing trend by school systems to place more and more basic subjects such as English, history and mathematics, as electives for high school students, and,

WHEREAS, a disproportionately large number of Black students are being tracked into occupational training and vocational education, and,

WHEREAS, there is an urgent need for imaginative, effective ways to upgrade the curricula, school environment and the overall quality of school life in order that Black and other minority children receive an equal educational opportunity,

NOW THEREFORE BE IT RESOLVED, that the NAACP Education Department establish a national task force and employ a program developer to develop specific guidelines for branches and youth councils to implement the recommendations in the Report,

BE IT FURTHER RESOLVED, that we direct our units to place top priority on implementation of the Report

7. Removing Barriers and Assuring Access to Higher Education

[Region VII Leadership Conference]

CONCURRED

WHEREAS, the complexity of modern technology and the competition for employment require increasingly higher levels of education and skill training for meaningful participation in life and the job market,

WHEREAS, there is a developing trend of legislation, regulations and court decisions which are creating limitations and obstacles to access of African-Americans to institutions of higher education in terms of the elimination of affirmative action programs and the decrease in scholarship assistance for deserved individuals,

THEREFORE, BE IT RESOLVED, that the NAACP will work with existing organizations to ensure that information as well as opportunities for preparation for careers in new and expanding job markets is available for African American youth and adults,

BE IT FURTHER RESOLVED, that the NAACP will identify the need for and undertake legal action where such is required to protect the rights of access of African-American youth and adults to gain entry to institutions of higher education

8. Desegregation in Education and Housing [MN Branch]

CONCURRED

WHEREAS, the NAACP has been the premier organization in the fight for freedom and equal opportunity for all people, and,

WHEREAS, the NAACP was responsible for the landmark 1954 Brown v The Board of Education decision that was the forerunner of desegregation throughout the south, and,

WHEREAS, we are seeking Affirmative Action and other gains of the '60s coming under attack,

BE IT THEREFORE RESOLVED, that the NAACP reiterates its longstanding policy in support of desegregated education and housing patterns

9. New Resolution

Reaffirm the Association's Policies (2) of 1974 and 1976 regarding Desegregation in Housing and Education, which states as follows:

CONCURRED

A. Efforts to Circumvent Meaningful Desegregation Plans (1976)

WHEREAS, the NAACP has observed the continuing efforts of local school administrators and school board to evade requirements of law and court decisions dismantling dual school systems, and

WHEREAS, the evasive tactics of Local school officials include efforts to support for ineffective desegregation plans by organizing ad hoc groups frequently comprised of well-meaning but inexperienced community people, and

WHEREAS, such ad hoc groups, organized by local school officials, frequently specifically exclude or seek to dilute the participation of knowledgeable NAACP officials, despite the undisputed leadership of the NAACP in developing and pursuing school desegregation legal precedent and programs, and

WHEREAS, where local school officials have succeeded in organizing such ad hoc groups, the result has almost universally been confusing, divisive and a failure to develop meaningful school desegregation programs

NOW, THEREFORE, BE IT RESOLVED, that all NAACP units take all necessary steps to expose this latest "divide and conquer tactic" by informing community, parents, student and organizations of the potential such ad hoc groups have for delaying the march of minority communities from Jim Crow public schools to quality desegregated education

B. (Basic) Housing Policies

The history and effect of racial discrimination and segregation in housing is both painful and costly to whites and well as Blacks The task before us now is not only to eliminate current discriminatory practices, but to also correct for the effects of past discrimination and segregation In pursuit of these goals, the NAACP hereby reaffirms our previously adopted housing policies and resolutions We call upon all units of the Association to increase and expedite their efforts to achieve an adequate supply of affordable and open housing, to eliminate the marketing of housing by race and to dismantle the widespread practices of racial steering by the housing industry.

1998

IV. EDUCATION

1. Preserve General Education Diploma (GED): An Alternative Route to Continuing Education

[Jersey State Conference]

WHEREAS, national educational goals and standards have been proposed by educators and government agencies, with some states taking the lead in the adoption of these requirements; and

WHEREAS, the (GED has effectively served as an alternate route to continuing education for many, especially People of African Ancestry; and

WHEREAS, this educational route has offered expanded academic study and educational opportunities, as well as degree completion at the higher education level; and

WHEREAS, the GED) is under scrutiny and attack, with consideration to end approval of the (Diploma in the State of New Jersey; and

WHEREAS, the ending of this educational route will be most devastating for many who are attempting to return to study.

NOW, THEREFORE BE IT RESOLVED, that the NAACP will fully support the preservation of the GED by encouraging governmental agencies that are reviewing and upgrading this tool to make it more appropriately complement new educational goals and standards; and

BE IT FURTHER RESOLVED, that the units of the Association will oppose any plans to dismantle the GED options; and

BE IT FINALLY RESOLVED, that all units will implement the NAACP's Back-to-School-Stay-in-School Program, advancing more students to high school completion.

2. Teachers of African Ancestry
[New Jersey State Conference]
[New England Area Conference]

New Resolution:

WHEREAS, evidence has shown that there is clear misunderstanding between races; and

WHEREAS, there are conditions and practices existing in public school systems that tear down the self-image of students of color and encourage negative stereotypical images of them,, with educators responding to students as personifications of these images; and

WHEREAS, the Department of Education has estimated that more than two (2) million public school teachers should be hired over the next (10) years; and

WHEREAS, this estimate should go far in reducing class sizes in the public school sector, and

WHEREAS, the 1996 profile of Black teachers was reported at 7.3% as compared to 90.7% whites; and

WHEREAS, students of African Ancestry are nationally void of teachers of their identity in the classroom setting.

NOW, THEREFORE BE IT RESOLVED, that the NAACP through its Education Department, State Conferences, and Local Branches, will issue an urgent call for prospective teachers, capitalizing on student groups/classes of African Ancestry, encouraging them to select and venture out into one of the most noble of professions—teaching; and

BE IT FINALLY RESOLVED, that the NAACP will collaborate school districts and Departments of Education in colleges and universities, in an effort to affect the call for future leaders of African Ancestry in our public schools by requesting school districts to assure the availability of fully funded and sponsored activity groups such as Future Teachers of America or groups with similar purposes and goals.

3. Open Admission
[New York State Conference]
[NY Branch]
[New Jersey State Conference]

New Resolution:

WHEREAS, our recently elected National Hoard Chairman, so eloquently articulated a profound and lasting statement several years ago:

“Higher education can no longer be regarded as a privilege for the few, but must be seen as a right for the many.” Julian Bond

WHEREAS, access to higher education has been an act of struggle for many people of African Ancestry; and

WHEREAS the policy of open access to colleges and universities has expanded opportunities to obtain higher education for hundreds of thousands of minority youth throughout the nation; and

WHEREAS, programs of open access to higher education are being unfairly targeted for elimination or substantial downsizing by state legislators, mayors, and some members of Congress. The future of our great nation rests on the ability and commitment of the federal, state, and local government in conjunction with the private sector to support efforts to expand opportunities in higher education for all people regardless of race, gender or economic circumstances. The next millennium awaits, and all citizens must be provided with a chance to obtain the education that enables them to be contributors to the nation’s future.

THEREFORE BE IT RESOLVED that every NAACP unit monitor local and state legislation that would prohibit access to higher education, through pre college enrichment programs and open admission policies and that the NAACP vigorously opposes any effort to limit access to higher education through budget cuts, elimination of remedial programs, or curtailing affirmative-action programs that seek to increase opportunities for minorities in higher education.

4. Charter Schools

[New York State Conference]

[New Jersey State Conference]

New Resolution:

WHEREAS, the NAACP for over 89 years has maintained the struggle for quality public education opportunities for all children by successful legal actions as well as effective legislative measures; and

WHEREAS, through these efforts segregated and unequally funded public schools have been outlawed; and

WHEREAS, these efforts have made it possible for great numbers of African-Americans to attain quality high school, college and post graduate education and to compete effectively in the job market and thereby raising the economic base of African-American families and communities; and

WHEREAS, recently, many public policy makers have retreated from their commitment to quality public education for all children by proposing so called charter schools to give a few children public funds for private school education; and

WHEREAS, millions of school age children today all across this nation are still forced to attend public schools in dangerously unsafe buildings, without proper equipment and materials, and in overcrowded classrooms; and

WHEREAS, the national focus must be to provide public schools sufficient resources to attract highly qualified teachers and administrators, capital improvements to make buildings safe and attractive as well as to guarantee each child up-to-date books, computers, and other learning materials for a 21 century education of the quality that will be required for all productive and competitive students; and

WHEREAS, the current charter school movement lacks consistent accountability, waives federal and state laws, diverts academic energy, lacks certification of classroom staff; and fails to assure the development of quality public education.

NOW, THEREFORE BE IT RESOLVED, that this 89 annual convention of the NAACP unequivocally oppose the establishing and granting of charter schools which are not subject to the same accountability and standardization of qualifications/certification of teachers as public schools and which divert the already limited funds from public schools; and

BE IT FURTHER RESOLVED that each NAACP unit convey this opposition to its federal, state, and local legislators and Boards of Education; and

BE IT FINALLY RESOLVED that the Association renew its commitment and its advocacy efforts to assure that every child gets a quality education and that all units are provided information on the negative impact of charter schools on the delivery of quality public education.

5. Student Discipline

[OH Branch]

WHEREAS there is a tendency nationally to arrest, detain and/or fingerprint vezy young students (some as young as five, six, or seven) who are alleged to have violated school or zero tolerance regulations.

THEREFORE, BE IT RESOLVED that the delegates to the National Convention encourage state and local units to review the growth of this pattern and condemn its continued practice where appropriate.

6. Reaffirmation of Tracking Systems in Public Schools

[New England Area Conference]

New Resolution:

Reaffirm the Association's policy of 1992 regarding a national assessment system

WHEREAS, historically, for African Americans testing has meant exclusion rather than inclusion in the American mainstream, with standardized multiple choice tests being used to channel our students into slow tracks and mentally retarded classes and screen them out of higher education opportunities and jobs; and

W over 100 million standardized multiple choice tests are administered each year and the nation's classrooms consuming some 20 million school days add expending the equivalent of 900 million dollars in direct or indirect expenditures; and

WHEREAS, the President, the National Council on Education Standards and Testing, and other educational testing groups have recently called for the establishment of a national assessment system; and

WHEREAS, the NAACP has expressed concern in a previous resolution about the over-reliance on the results of standardized multiple choice tests.

THEREFORE BE IT RESOLVED that the NAACP calls upon its members to pressure all concerned to resist the clamor to spend millions of dollars for the development of a national assessment system which will not solve our educational problems, but rather invest those funds into programs which will achieve the national education goals; and

BE IT FURTHER RESOLVED that the NAACP insists that before any assessment system is developed in the future, that it be required to demonstrate how it will improve the quality of education and provide for equity; and

BE IT FURTHER RESOLVED that the NAACP insists that any assessment of students use multiple methods, be performance and diagnostic and prescriptive in nature; and

BE IT FINALLY RESOLVED that state and local school systems be held responsible for providing the resources and funding necessary for all students to meet the proposed standards.

1999

III. Education

1. Reaffirming 1990 Resolution on Education Curriculum Inclusion

CONCURRED

WHEREAS, approximately 30% of K-12 students are minorities with the numbers increasing rapidly; and

WHEREAS, most classroom texts and curricular materials continue to omit and distort the contributions of the racial and ethnic minorities in our county; and

WHEREAS, many exclusionary college curricula continue to exclude the works and perspectives of non-Western cultures and African-Americans as well as the experiences and contributions of other large segments of American Society; and

WHEREAS, negative characteristics or the absence of positive references have a deleterious effect on the psyche of African-Americans as well as other ethnic and racial minorities; and

WHEREAS, the unique diversity of cultural heritages and backgrounds of this nation should be recognized as a valuable asset for the nation, one to be cherished and shared

THEREFORE, BE IT RESOLVED, that the NAACP reaffirms its position taken on Negro History and Negro History and Teacher Training in 1966 and 1968 respectively, and its 1984 resolutions on “Cultural Diversity in Curriculum Materials”, and

BE IT FURTHER RESOLVED, that the NAACP direct this edict to all state legislative bodies, state education departments, state university systems and local school district superintendents.

BE IT FURTHER RESOLVED, that the NAACP strongly urge state and local superintendents of education to take necessary steps to restructure the entire curriculum to make it reflective of the cultural plurality that characterizes the United States and the world; and

BE IT FINALLY RESOLVED, that NAACP members get involved with any committee or task force into in the development, dissemination, and evaluation of curriculum materials.

2000

Ill. Education

1 Unqualified Support of Public Education [WI Branch]

WHEREAS, the NAACP historically has been in strong support of public education, and

WHEREAS, the NAACP has denounced movements toward privatization, that is diverting public funds to support non-public school “choices”; and

WHEREAS, the NAACP has been in the forefront of the struggle for equality and equity in public education for more that ninety (90) years; and

WHEREAS, the NAACP acknowledges the undisputed connection between a quality education and freedom, and

WHEREAS, in spite of the NAACP’s support, the failure rates of African American and other students of color in America’s public schools remains inexcusably high in spite of a rich literature of known strategies which, if adapted, will assure the successful education of all American students; and

WHEREAS, in spite of the NAACP’s support, African Americans comprise a majority of America’s prison, jail and community corrections population — most of whom lack a high school diploma; and

WHEREAS, public education has not responded promptly or adequately enough to counter the pervasive and devastating rates of educational failure, experienced by African Americans and other students of color across America; and

WHEREAS, it appears that the NAACP's unqualified support is being taken for granted by educational leaders across America; and

WHEREAS, unqualified support of public education may serve as a strong incentive to improve public education for students of color.

BE IT RESOLVED that the NAACP provide unqualified support of public education on an annual basis; and

BE IT FURTHER RESOLVED, that the NAACP incorporate in its bi-annual Daisy Bates Summit on Education progress reports regarding students of color, require educational leaders to account for the progress or failure of their organizations in accomplishing positive achievements for students of color, require the presentation of empirical data on key variables linked to educational success (e g., attendance, grade point averages, scores on standardized tests); and

BE IT FURTHER RESOLVED, that the NAACP develop a detailed agreement with the NEA on behalf of its affiliates, the AFT and its affiliates, the National Administrators Association [and the National School Board Association

ENSBAl to improve and place this country's best teachers in the schools where African American children are enrolled, and

BE IT FURTHER RESOLVED, that a conference report be prepared for review by the NAACP President/CEO; and

BE IT FINALLY RESOLVED, the President/CEO forward the report and recommendations to the National Board of Directors for action.

2. Exploitation of Collegiate Athletes [WI Branch]

WHEREAS, intercollegiate athletics, especially in football and basketball, have become a lucrative business; and

WHEREAS, the endowments and budgets of colleges and universities, the National Collegiate Athletic Association (NCA), coaches, athletic directors, some alumni, businesses, cities and counties have benefited richly from the growth of income-generating sports; and

WHEREAS, the NCAA recently secured a multi-billion dollar contract with CBS for the broadcasting rights of the basketball championships alone; and

WHEREAS, collegiate athletics represent the "gateway" or farm club system for professional football and basketball; and

WHEREAS, African American students are disproportionately represented among collegiate football and basketball players;

WHEREAS, the majority of collegiate football and basketball "stars" are African American; and

WHEREAS, it is illegal for students to share in the profits generated by their work; and

WHEREAS, students and the colleges they attend are frequently, severely disciplined for minor but often inadvertent infractions of NCAA rules regarding compensation; and

WHEREAS, many athletes are indigent, and

WHEREAS, the graduation rates of student athletes of color are often sub standard, and

WHEREAS, many athletes of color leave college with no degree, broken dreams and bodies

BE IT RESOLVED, that the NAACP work with NCSAA, NA colleges and universities and the newly formed Student Athletic Association to achieve equitable treatment of student athletes in income-generating sports including, but not limited to, compensation and academic resource services that will lead to graduation even after their college eligibility has expired

2001

III. EDUCATION

I. Educationally and Mentally Retarded

WHEREAS, a disproportionate number of African-American males are labeled Educationally Mentally Retarded (“EMR”); and

WHEREAS, these children are often labeled “EMR” by teachers or others in the education profession with no medical or psychiatric experience; and

WHEREAS, children labeled “EMR” are placed in educational programs which do not provide a standard diploma or occupational skills; and therefore receive social security benefits; and

WHEREAS, these social security benefits are discontinued at the age of 22 leaving these children with no means of livelihood.

THEREFORE, BE IT RESOLVED, that the NAACP call upon educational agencies to “only” label children as educationally mentally retarded (“EMR”) after examination and determination by licensed school psychologists, medical or psychiatric professionals, and

BE IT FURTHER RESOLVED, that the NAACP advocate that those children property diagnosed as “EMR” receive lifelong social security benefits.

2. English as Second Language (“ESL”) Bilingual Education

WHEREAS, there is a growing number of persons of color entering into the United States not able to speak English, i.e., from Africa and Mexico; and

WHEREAS, schools are ensuring that English proficiency students have access to equal educational opportunities; and

WHEREAS, there are no procedures in place to refer these students to “gifted” programs.

THEREFORE, BE IT RESOLVED, that all states must guarantee the training of English as Second Language (“ESL”); that teachers at all schools provide adequate education for all students and that appropriate steps be taken to remediate academic deficiencies identified in students who have exited from the Alternate Language Program (“ALP”); and

BE IT FURTHER RESOLVED, that all State Office of Education personnel monitor “ESL” students for up to two years after they have left the program and inform parents in their native languages about Gifted and Talented Programs available in the school district.

2002

IV. EDUCATION

1. Implementation of the “NAACP Call for Action in Education

WHEREAS, the NAACP endorsed the NAACP Call for Action in Education in 2001; and

WHEREAS, this document has been distributed to NAACP units and to education agencies nationwide; and

WHEREAS, there is a need to ensure that all units are adhering to the mandate.

THEREFORE, BE IT RESOLVED, that the NAACP proceed with full implementation of the NAACP Call for Action in Education This document specifically recommends and urgently seeks:

- An outline of the steps that educational agencies will take to bring more equity and equality to education;
- Accountability of resources;
- Certification and incentives to retain experienced teachers;
- Ways to increase day care and preschool programs; and
- Recruitment policies that target racial and ethnic minorities.
- Infusion throughout education curriculum of the full and correct history of African people.

BE IT FINALLY RESOLVED, that all units of the NAACP shall closely monitor the response to the NAACP Call for Action in Education

2003

IV. EDUCATION

1. Calling Upon the President of the United States to Leave Head Start in the Department of Health and Human Services

WHEREAS, on February 3, 2003, President Bush released his plan for Head Start reauthorization. His plan calls for moving the Head Start Program to the Department of Education allowing states to run Head Start programs; and

WHEREAS, President Bush's Plan would negatively impact the Head Start Programs. The President's radical proposal would essentially dismantle the Head Start program's performance standards and turn it into more of a reading laboratory than the comprehensive program it is today; and

WHEREAS, studies show that the Head Start program works. The most recent government study found that Head Start children are "ready to learn" when they enter kindergarten and that they demonstrated significant gains in vocabulary and letter recognition skills. This is just another piece of mounting evidence proving that Head Start works and is an investment in our future; and

WHEREAS, moving the Head Start Program to the Department of Education and to the states means that important comprehensive services could be watered down or eliminated. Unlike the Head Start Program that provides every child and family with a variety of comprehensive services mandated by the Program Performance Standards, state pre-school programs do not provide nearly as many services nor is the quality at the same level. Of the over 30 states with state pre-school programs, only six (6) require on-site case workers to be available, and half did not provide regular vision, health and mental health screenings; and

WHEREAS, the Head Start Program is a family program. Parental involvement in Head Start would be lost if Head Start were moved to the Department of Education. In Head Start, parents play an integral role Head Start personnel understand that the parent is the child's primary educator. The Head Start Bureau reported last year that more than 800,000 parents volunteered in programs around the country. They spent significant amounts of time reading to their children and assisting teachers in the classrooms. Parents have also shared governance through their policy councils and are actively involved in the development of their children. Research has found that not only do children benefit from having this active involvement from their parents, but so do the parents themselves. For instance, parental involvement contributes to positive growth and upward mobility, less depression and sickness, and higher levels of educational achievement; and

WHEREAS, federal to local structure ensures that the most needy children and families will be served. A recent Government Accounting Agency (GAO) report found that federal funds are eight times more likely than state funds to target disadvantaged children. Moreover, another GAO report found that 41% of federal funding for elementary and secondary schools was retained for use at the state level, leaving only 59% for the local level (violating the notion that dollars should be directed to the classroom); and

WHEREAS, tough quality initiatives could be waived. The 1994 and 1998 bi-partisan re-authorization put into place rigorous national performance measures and credential

requirements For example, the 1998 Act requires 50% of all Head Start teachers nationwide to have at least an Associate's Degree or higher by September 2003; a goal Head Start has successfully reached. In stark contrast, 30 states currently allow teachers in childcare centers to begin working with children without receiving any training in early childhood development. In addition, in contrast to Head Start standards which require a comprehensive on-site monitoring visit once every three years, 21 states with pre-kindergarten initiatives either do not require any monitoring or only require written reports without on site visits. Block granting and/or allowing states looking to cut costs the ability to waive these requirements would be a step backwards for Head Start Programs, Head Start teachers and most importantly, Head Start children and families; and

WHEREAS, while we agree with President Bush that Head Start programs should continue to move forward in literacy and language development in increasing accountability and making sure that every child in America is ready for school, we believe that these needs can be better achieved by leaving Head Start in the Department of Health and Human Services.

THEREFORE, BE IT RESOLVED, that the NAACP call upon the President of the United States and Congress in their 2003 proposed re-authorization process to continue with the Secretary of DHHS as the official responsible for managing and administrating the Head Start program; and

BE IT FINALLY RESOLVED, that the NAACP encourages all its units to contact their members of Congress and tell them "Not to move Head Start to the Department of Education" and not to make Head Start a part of the block grant process.

2. Repeal of "High Stakes Testing"

WHEREAS, the NAACP has called upon its state and local units to implement its educational initiative entitled "NAACP Call for Action" to ensure equal access to educational opportunity; and

WHEREAS, many school districts and states throughout the United States are now attempting to institute "High Stakes Testing" by various methods, and by their design result in the retention or failure of children to be promoted or graduated; and

WHEREAS, "High Stakes Testing" jeopardizes the guaranteed rights of students to equal protection under the United States Constitution.

THEREFORE, BE IT RESOLVED, that the NAACP urges the government to provide funding to support educational enrichment, tutorial programs for students that are not reading, writing, or solving math programs on grade level; and

THEREFORE, BE IT FURTHER RESOLVED, that the NAACP oppose "High Stakes Testing" for students; and

BE IT FINALLY RESOLVED, that the NAACP advocate for states to place a moratorium on all High Stakes Testing Legislation until adequate resources are provided to remove the statistical significant racial disparities in the results.

3. Tenure Process of Public Universities

WHEREAS, the NAACP has issued an "NAACP Call for Action" in education that includes identifying and addressing issues in higher education; and

WHEREAS, the tenure in higher education is not only a great accomplishment but connotes a sign of excellence bestowing security and permanence, and

WHEREAS, there is a shortage of professors of color in the higher education system across the country; and

WHEREAS, the tenure process, is heavily impacted by subjective criteria that may be discriminatory in application thereby eliminating highly qualified persons of color.

THEREFORE, BE IT RESOLVED, that the NAACP launches a national investigation and issue a report card on public universities' tenure practices and level of compliance with the NAACP Call to Action, including tenure practices.

4. Resolution for NAACP Units to Call for Legislation Establishing Commission to Integrate African-American History into State Curricula

WHEREAS, the current study of African American history across the United States lacks concepts critical to a basic understanding of the history of African Americans; and

WHEREAS, there is a need for a chronological, sequential and historical accounting of the significant roles of African Americans in the development of this country; and

WHEREAS, African American history happened concurrently with American history thus African American history should be recorded, aligned and integrated accurately throughout curricula as it happens; and

WHEREAS, African American youth lack a basic understanding of their culture or history which would greatly enhance their personal worth; and

WHEREAS, there has been legislation introduced and passed by the legislature of the State of New Jersey to establish an Amistad Commission as a result of a resolution submitted by the Willingboro Branch; and

WHEREAS, this Commission is presently developing curricula and programs that will be implemented in all New Jersey's public and private schools with the state mandate.

THEREFORE, BE IT RESOLVED, that the NAACP use its resources to advocate for legislation in all states to establish state commissions to develop curricula and programs that integrates the historical accomplishments and challenges of African Americans across the various academic discipline.

5. Opposition to all Voucher System Re-affirmation

WHEREAS, the seizure and re-distribution of these public funds will ensure that equal educational opportunity for all children will not be achieved, and

WHEREAS, failure to achieve equal educational opportunity is contrary to and inconsistent with the guarantees contained in the United States Constitution and affirmed in the landmark Brown v. Board of Education decision.

THEREFORE, BE IT FURTHER RESOLVED, that the NAACP re-affirm its previous resolutions opposing school vouchers that have an adverse impact on the funding of public education; and

BE IT FURTHER RESOLVED, that the NAACP direct all its units to be vigilant in their opposition to such school vouchers; and

BE IT FINALLY RESOLVED, that the NAACP continues to monitor and to oppose nationally all efforts to institute school voucher programs, regardless of the guise under which these programs emerge.

6. A Call for Monitoring Requests for Student Transfers WHEREAS, quality education is a major civil right which has been historically advocated by the NAACP; and

WHEREAS, schools across the country have been identified and classified as “In Need of Improvement,” with fewer than half the students performing satisfactorily; and

WHEREAS, such data for students has been recently published in many school districts; and

WHEREAS, the Federal or United States Government also recently issued a policy insisting on an option for transfers from these failing districts to a better one, regardless of whether the district has space; and

WHEREAS, under the new federal education law, parents have a right to demand that their children be transferred to another school.

THEREFORE, BE IT RESOLVED, that the NAACP issue a “Call for Monitoring” procedure for all NAACP units, whereby the status of Requests for Student Transfers as provided by the Federal “No Child Left Behind Act,” will be periodically received, logged, monitored and reported to the State Conference Education Committee for review, assessment and approved advocacy action. In turn, the state conference will report to the Regional Office and NAACP Education Department a summary of the data. The NAACP Education Department shall develop an appropriate instrument for collecting, recording and reporting this information; and

BE IT FINALLY RESOLVED, that local, state and national publicity shall be prepared and circulated by appropriate NAACP units, regarding this initiative to school boards, departments of education and parent affiliations.

7. Correctional Institution Higher Education Reform Initiative

WHEREAS, the NAACP is the oldest and largest civil rights organization in the world that stands for the principles of equal justice, freedom and equality for all; and

WHEREAS, the prison branch of the Lakeland Correctional Facility has documented the need for a national plan of action for prison reform to promote access and funding for higher education, and

WHEREAS, research reveals that incarcerated persons who do not hold high school diplomas stand a 60% greater chance of returning to prison, while those who earn an associates degree have only a 13.7% chance of re-incarceration and those who earn at least a bachelor’s degree stand only a 5.6% risk of recidivism, and

WHEREAS, an aggressive higher education reform program supported by the NAACP will lower the rate of re-entry and re-offenders while heightening the quality of life of the total community, and

WHEREAS, the public must be made aware of the critical role that higher education can play in the rehabilitative and transformation process of those who are currently incarcerated or who were previously incarcerated; and

WHEREAS, all government agencies have the duty and responsibility to address and allocate resources needed to address the needs of incarcerated persons, the communities from which they emerge and the communities where they will return; and

WHEREAS, African Americans and other people of color suffer disproportionately from a lack of higher education and public support in the rehabilitative and transformative process of incarcerated persons

THEREFORE, BE IT RESOLVED, that the NAACP establishes or restores higher education programs for persons incarcerated in correctional institutions; and

BE IT FINALLY RESOLVED, that the NAACP units support adequate funding for educational resources & tax incentives that promote volunteers and community participation in correctional facilities.