STATE OF COLORADO

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Bill Owens, Governor

M. Michael Cook
Executive Director

May 2, 2002

It is with genuine pride that I submit to you this report on behalf of the Colorado Civil Rights Commission.

A Research-Based Assessment of the Disparity in Educational Achievement Between Black and White Students: A Comprehensive Review of Contemporary Knowledge is dedicated to the public. It contains cutting-edge information and research-based recommendations that are relevant to our community and to the present time.

I wish to commend the Colorado Civil Rights Division (CCRD) for committing the resources necessary to conduct such a rigorous scientific assessment. It has advanced the body of knowledge on urban education and produced specific recommendations which, if put into practice, could have a positive effect on the educational achievement of African American students.

I particularly commend CCRD's Robert F. Wintersmith, Ph.D., to whom we assigned the role of project manager and principal investigator. Under his management the design and execution of this assessment has stayed consistently on target and at a high level of integrity.

Oscar Joseph, III, Ph.D., researcher and scholar in residence, has contributed both subject matter knowledge and research expertise, not to mention his boundless enthusiasm and deep personal commitment to educating inner-city children.

The Commission's and Division's sincere appreciation goes also to the core Task Force members who contributed many long evening hours to oversee and offer feedback on the process, particularly co-chairpersons Alice Langley and Willie Anthony. The value of their time and input cannot be overstated.

We sincerely hope that the suggestions that have emerged from the research and are offered herein allow all of us to step out of the problem and into its solution, for at stake is our most precious and important asset: our youth.

Sincerely,

David Zaterman, Chair
Colorado Civil Rights Commission

This report contains the results of an assessment that the Colorado Civil Rights Commission/Division conducted in response to the petition brought forth by concerned parents and individuals in October 2000. It may well represent the first step in the twenty-first century toward addressing one of the systemic effects of racial discrimination in our society, the lack of adequate learning and training to take advantage of what society has to offer. It is also ironic that we find ourselves at the dawn of a new century where the modern civil rights movement began, education.

Reason for conducting this assessment

The Commission undertook this assessment out of a genuine concern for the problem at hand: African American students' failure to thrive academically. An additional reason for conducting this assessment was the Commission's commitment to fulfill its statutory mandate. That mandate is set forth in C.R.S. 24-34-305, Powers and Duties of the Colorado Civil Rights Commission (CCRC). Those duties and powers that are relevant to this assessment are paraphrased below and can be found verbatim in Appendix B:

- To study the existence, nature, cause, and extent of discrimination and form plans for eliminating it.

- To issue reports of research and studies that will tend to (1) promote goodwill and reduce tensions among the state's various ethnic groups and (2) eliminate discriminatory practices.

- To recommend policies to the governor and submit to both public and private groups recommendations that the Commission believes would address discrimination and intergroup tensions.

- To recommend statutory amendments to the general assembly regarding discrimination that the Commission thinks are necessary and desirable.

- To cooperate, within budgetary limits, with other public and private organizations whose missions are consistent with the Commission's and Division's in planning and conducting programs designed to reduce intergroup tensions.

- To intervene in situations of racial, religious, cultural, or other intergroup tensions for the purpose of offering alternative dispute resolution.

How this study relates to other reform efforts

The Colorado General Assembly and Governor Bill Owens have rightly made education reform a high priority, and many resources from both the public and private sectors have been marshalled to address various aspects of the need for reform.

Although this study was requested by a citizen-based organization, it is highly apropos to the governor's mandate, recent legislative declarations, and the various public/private initiatives that are currently under way.

Experts insist that educational improvement programs must be based on research to be effective. CCRC is hereby offering the Department of Education, the school district, providers and consumers of public education services, and the general assembly the results of rigorous scientific research focused on Denver's inner-city students. We believe the insights and recommendations herein can strengthen, support, and bring specificity to existing improvement programs.

Applicability to students of other ethnicities

The Commission wishes to make clear that their concern for students who are struggling academically is not limited to African American children. But funding constraints required that this assessment be limited to the initial petition regarding African American students.

However, the researchers have carefully designed and tested a research model that can be used to assess the difficulties (and causes and possible solutions) faced by inner-city students who are Hispanic, Native American, or of any other ethnic group.

The statutory mandate for education reform

To be exact, the Colorado General Assembly has declared that:

"...because children can learn at higher levels than are currently required of them, it is the obligation of the general assembly, the department of education, school districts, educators, and parents to provide children with schools that reflect high expectations and create conditions where these expectations can be met. Through a shared sense of accountability and a cooperative spirit among state government, school districts, parents, businesspersons, and the community, school districts and educators can develop and teach to high standards, which will enable students to achieve the highest level of knowledge and skills."

"The general assembly further declares that this system of standards-based education will serve as an anchor for education reform, with the forces of education including not just what teachers teach, but what students learn. In addition, standards-based education will advance equity, will promote assessment of student learning, and will reinforce accountability."

"The general assembly therefore charges school districts with the responsibility to develop content standards, programs of instruction, and assessments that reflect the highest

expectations. The general assembly further declares that the ultimate goal of this part 4 is to ensure that Colorado's schools have standards which will enable today's students of all cultural backgrounds to compete in a world economy in the twenty-first century." (C.R.S. 22-7-401)

Further, the Education Reform in part 4 goes on to state that:

"(1) All activities undertaken pursuant to this part 4 shall reflect a strong commitment to equity and excellence on the part of the council, the department, the board, and districts. The council, in the development of state model content standards, state assessment, and model professional educator development materials and pilot programs pursuant to section 22-7-405, the board in the adoption of the state model content standards and state assessments pursuant to section 22-7-406, and districts in the adoption of content standards and implementation plans pursuant to section 22-7-407, shall consciously avoid gender or cultural bias and shall actively address the needs of systems and methods for the education of exceptional students."

"(2) Every resident of the state six years of age or older but under 22 years of age has a fundamental right to a free public education that assures that such resident shall have the opportunity to achieve the content standards adopted pursuant to this part 4 at a performance level which is sufficient to allow such resident to become an effective citizen of Colorado and the United States, a productive member of the labor force, and a successful life-long learner."

History of the Project

During the Commission's October 2000 meeting, the Denver Chapter of the Black Alliance for Educational Options (BAEO) petitioned the Colorado Civil Rights Commission to investigate the reason(s) for disparate academic achievement, according to test scores, between Black and White students at four Denver inner-city schools: East, George Washington, Manual, and Montbello. (See Appendix D for copy of petition.)

After studying BAEO's petition, the Commissioners announced their decision to respond affirmatively to it, based on the Commission's mandate under Colorado Revised Statutes (C.R.S.) Title 24, Article 34, Part 305 (c) "to investigate and study the existence, character, causes, and extent of unfair or discriminatory practices…and to formulate plans for the elimination thereof by educational or other means."

Why only Black students?

The Commission asked Division staff to consider including Hispanic students in the assessment. After serious consideration, CCRD staff recommended to the Commission that cultural differences between the two ethnic groups would expand the project beyond the agency's resources. Instead, the project manager vowed to design, test, and refine a research model that could be replicated for other ethnic groups.

THE PROJECT AND RESEARCH MODEL

Research Questions

The project manager/principal investigator designed the assessment to answer two questions:

1. Why do academic achievement disparities exist between African American and White students?

2. What are some ways specifically to help African American students who attend the four research schools achieve at a higher level?

Research Staff

Project manager/principal investigator

The Commission tapped CCRD's mediation specialist/director of research and education, Robert F. Wintersmith, Ph.D., as project manager/principal investigator. It was agreed that he would devote full time to the project during the data-gathering phase — designing the research model, building community buy-in and participation, recruiting services and facilities, managing the research, facilitating meetings, and overseeing the final product. (See Appendix C for the research team's resumes.)

Task Force

To promote community buy-in of both the process and results, the Commission approved the project manager's plan to recruit a community Task Force. The Commissioners charged Task Force members with reviewing the research throughout the data-collection process and offering suggestions at the project's conclusion.

The only requirement for Task Force membership was a strong concern for Black students' academic achievement and the willingness to devote the necessary time to the assessment process. (See Appendix E for a list of the organizations that were invited to join the Task Force.)

Researcher/writer and scholar in residence

To conduct the research and produce the final report, CCRD hired a noted researcher, professor, and scholar in residence at the University of Colorado at Denver (UCD), Oscar Joseph III, Ph.D. Dr. Joseph teaches urban education at UCD's School of Education and specializes in Black students' educational achievement. He is also a product of one of the research high schools.

Research Manager Robert F. Wintersmith, Ph.D. met Dr. Oscar Joseph during a conference on urban pedagogy hosted by UCD's School of Education. After exchanging information about the assessment and Dr. Joseph's expertise and enthusiasm for the research topic, the two agreed that there was an ideal fit.

The Project phases

The research model was divided into five phases, each building on the previous phase:

Phase I   Literature review
Phase II   Data requested by researchers and received from Denver Public Schools
Phase III   Focus Groups
Phase IV   Public Hearings
Phase V   Synthesis of data into the final report

The Task Force reviewed the research at each phase and gave feedback on the process and accumulated data.

The "Denver Dozen"

The researcher/writer reviewed all relevant literature, identified and summarized emerging common themes or variables, and presented them to the Task Force as "the Denver Dozen." They included:

1. Parental strategies
2. Culture and schooling
3. Instructors' training, knowledge, and skills
4. Instructors' perceptions, expectations, and behaviors
5. Pathology of failure, victimization, and worth
6. Fear of "acting White"
7. Stereotype threat
8. Ethos of peer influence
9. Motivation
10. Classroom size
11. Resources: Support for programs that work
12. Access and encouragement to enroll in Advanced Placement courses.

The "Denver Dozen" formed the basis for the data pertinent to the four schools that the research team requested and promptly received from the Office of the Superintendent of DPS.

The researcher then merged the data from the schools into questions for the Focus Groups that the research team conducted at each of the schools.

Next, the research team shaped the Focus Group participants' responses into a new set of questions and used them as the agenda or framework for four public hearings, which were held in churches near each of the four schools.

FINDINGS AND RECOMMENDATIONS

In short, African American children, particularly those at the four subject schools, are struggling to achieve academically due to a number of systemic obstacles and omissions. These students' learning styles and cultural, social, and economic needs are unique. But administrators and faculty do not fully appreciate, acknowledge, or address those learning styles and needs, because, until now, no one has done the research required to understand the uniqueness of *our* children, *our* inner-city schools, and *our* community.

Denver Public School District has responded to the disparity crisis by searching out and transplanting successful programs from other cities. We have made a paradigm shift by studying both the consumers and providers of public education services *here in our own back yard.*

During our intensive study of the four subject high schools we discovered a number of exceptional and innovative programs that Denver Public Schools has put into place.

Our assessment does not invalidate these or any other school improvement initiatives. Instead, it particularizes and personalizes what other best practices programs are attempting to do.

CAVEAT: FUTURE RESEARCH

This study is not the be-all and end-all. There is no silver bullet; this assessment uncovered numerous areas that beg to be investigated. Each one of the "Denver Dozen" could be a topic for an applied research/ demonstration project.

We have broken ground and laid the foundation on which to build a treatment plan. We have created a research model that can be used to follow up, transform our inner-city schools, and lift up the academic achievement of all of our students of color.

Research-based reform has become the gold standard of urban pedagogy. If Denver Public Schools recognizes the value of the groundwork we have done and capitalizes on it with either applied pilot research or further scholastic research, they can become a national leader in the field of urban education.

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History of the Project

During the Commission's October 2000 meeting, the Denver Chapter of the Black Alliance for Educational Options (BAEO) petitioned the Colorado Civil Rights Commission to conduct an investigation to determine the reason(s) for disparate academic achievement between Black and White students, according to test scores. (See appendix D for copy of petition.)

The BAEO petition specifically identified educational achievement disparity in four inner-city high schools in the Denver Public School (DPS) system at which African American students comprise more than 30% of the student enrollment: George Washington, Montbello, Manual, and East High Schools.

After carefully studying the petition, the Commissioners announced at the November 2000 meeting their decision to respond affirmatively to the group's petition. They based this decision on the Commission's mandate under Colorado Revised Statutes (C.R.S.) Title 24, Article 34, Part 305 (c) "to investigate and study the existence, character, causes, and extent of unfair or discriminatory practices…and to formulate plans for the elimination thereof by educational or other means." (See Appendix B for history and mandate of the Commission and Division.)

Why only Black students?

The Commission asked Division staff to weigh the feasibility of extending the assessment beyond the boundaries of the BAEO petition to include Hispanic students. After serious consideration, CCRD staff determined and recommended to the Commission that cultural differences between the two ethnic groups would complicate the already complex project and expand it beyond the agency's limited resources.

Instead, the project manager/principal investigator made a commitment to design, test, and refine a research model that could be replicated not only in other geographic communities but also for students from other ethnic groups.

The Problem

The phenomenon of Black students' failure to thrive is not unique to the above four schools, nor is it a recent development. The researcher describes the problem and traces it as far back in time as 1865 in the section marked "Findings."

Impact of the problem

The achievement gap between Black and White high school students contributes to even larger, more serious social problems. It:

- Blocks Black students from obtaining the higher levels of education necessary to participate in today's technology-driven economy;
- Leaves many Black young adults unprepared to compete in an open, free society;
- Keeps many young African Americans stuck for life in a lower economic strata where the index of social problems is the highest;
- Blocks potential Black leaders from access to top positions in corporations and other institutions, reinforcing the glass ceiling for Black employees;
- Fosters among undereducated Black young adults a sense of hopelessness, frustration, and injustice, which often manifests in self-destructive, antisocial behavior;
- Contributes to higher welfare roles, which drains tax dollars;
- Contributes to higher prison populations, which drains tax dollars;
- Wastes America's greatest resource—*human potential.*

The Project

Research Questions

The project manager/principal investigator designed the assessment to answer two questions:

1. Why do academic achievement disparities exist between African American and White students?

2. What are some ways specifically applicable to the four research schools to help African American students achieve at a higher level?

Research Staff

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The Commission tapped CCRD's mediation specialist/director of research and education, Robert F. Wintersmith, Ph.D., as project manager/principal investigator. It was agreed that he would devote full time to the project during the data-gathering phase — designing the research model, building community buy-in and participation, recruiting services and facilities, managing the research, facilitating meetings, and overseeing the final product. (See Appendix C for the research team's resumes.)

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The only requirement for Task Force membership was a strong concern for Black students' academic achievement and the willingness to devote the necessary time to the assessment process. (See Appendix E for a list of the organizations that were invited to join the Task Force and Appendix F for Task Force members.)

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Research Manager Robert F. Wintersmith Ph.D. encountered Dr. Joseph during a conference on urban pedagogy hosted by the University of Colorado at Denver's School of Education. After exchanging information about the assessment and Dr. Joseph's expertise and enthusiasm for the research topic, the two agreed that there was an ideal fit.

Research Model

The research model was divided into five phases, each drawing from and building on the previous phase:

Phase I	Literature review
Phase II	Data requested by the researchers and received from Denver Public Schools
Phase III	Focus Groups
Phase IV	Public Hearings
Phase V	Synthesis of data into the final report

Progression of the phases
Woven through all five phases was the Task Force's on-going oversight and feedback; at each phase they reviewed the process and "filtered" the data that had been accumulated to date.

The five phases progressed in this manner:

1. The researcher/writer reviewed all relevant literature, identified emerging themes, summarized them, and presented them to the Task Force.
2. The themes also formed the basis for the data that the research team requested and promptly received from the four subject high schools.
3. The researcher/writer then synthesized the data and the themes into questions for the Focus Groups.
4. On completion of the Focus Groups, the researcher studied the participants' responses and shaped them into a new set of questions; those became the agenda or framework that guided community input during the four public hearings.

5. On completion of the public hearings, the researcher reviewed, analyzed, and organized the entire accumulated body of information into a comprehensive but succinct, reader-friendly report.

More about the phases

PHASE I – Literature Review

The researcher conducted a thorough and comprehensive review of relevant literature published in refereed journals in the last 30 years on the subject matter—a total of 87articles and books. (See Appendix A for bibliography.)

Results of the literature review: "The Denver Dozen"

Twelve themes emerged from the review that address the reasons why students of color, and especially Black students, struggle academically. To emphasize the study's specificity to the four Denver high schools, the researcher named these themes "The Denver Dozen." They are listed below and discussed in detail beginning on page 9:

1. Parental strategies
2. Culture and schooling
3. Instructors' training, knowledge, and skills
4. Instructors' perceptions, expectations, and behaviors
5. Pathology of failure, victimization, and worth
6. Fear of "acting White"
7. Stereotype threat
8. Ethos of peer influence
9. Motivation
10. Classroom size
11. Resources: Support for programs that work
12. Access and encouragement to enroll in Advanced Placement courses.

PHASE II – Data from the school district

Using the "Denver Dozen," the research team identified various, specific data (demographic and otherwise) pertinent to the four schools and requested that data from DPS' Office of the Superintendent. From that data the research team formed questions for use in the next phase.

PHASE III – Focus Groups

With the help of the principals at each high school, the research team set up a total of

24 Focus Group discussions that involved four distinct interest groups and perspectives:

1. Students, randomly selected, from grade levels 9-12 at the research schools,
2. Parents, randomly selected, of students enrolled in the research schools,
3. Faculty and staff, including department chairpersons, one representative from each academic area, paraprofessionals, social workers, and guidance counselors,
4. Principals, assistant principals, and other school administrators.

Each interest group was asked questions relevant to their area of involvement.

Student Focus Group discussion questions

The students were asked the following questions:

- *What does academic achievement mean to you?*

- *How can your school assist you to achieve?*

- *What are the reasons why some students do not achieve?*

- *How can the community assist you to achieve?*

- *What specific school groups or organizations do you see that could assist you to academically achieve?*

- *In what way(s) can you help yourself succeed in school?*

Parent Focus Group discussion questions

Those questions aimed specifically at parents were:

- *How can the school assist or support you in creating an educational learning environment in the home?*

- *What specific roles do you see that parents need to play in the overall functioning of the school?*

- *If parents had a place in the school that you could call your own, what are some*

of the activities, programs, or projects you would like to see offered there?

- *How can parents motivate other parents to become involved in school?*

- *What are some of the overall challenges that you see that prevent some students from achieving?*

Faculty/staff Focus Group discussion questions

The third group—faculty and staff, department chairpersons, representatives from each academic area, paraprofessionals, social workers, and guidance counselors—were asked:

- *What are the specific essential teaching strategies used in your school to increase academic achievement?*

- *How are lesson plans and/or units specifically assessed or evaluated to ensure alignment with academic standards?*

- *How are parents/community members incorporated into the design of lesson plans and/or units?*

- *What specific policies, procedures, and recruitment tactics does your school use to enroll African American students in Advanced Placement/Honors courses?*

- *How does your school "get to know" the culture of the students you nurture, cultivate, and teach?*

- *In what way(s) has your school attempted to increase attendance rates?*

- *What specific faculty development workshops have you attended within the last four years?*

- *What kind of faculty development workshops would you like to have?*

Administration Focus Group discussion questions.

The questions posed to the fourth group (principals, assistant principals, and other school administrators) were:

- *How do you see your leadership style increasing academic achievement?*

- *What specific strategies do you use to assess/evaluate the quality of instruction?*

- *What specific programs in your school do you consider effective for promoting achievement among African American students?*

- *What instructional policies does your school employ to motivate African American students?*

- *How does your school "get to know" the culture of the students you nurture, cultivate, and teach?*

- *In what way(s) has your school attempted to increase attendance rates?*

- *What is the discipline philosophy and policy of your school?*

- *What are the specific essential teaching strategies used in your school to increase academic achievement?*

- *How are lesson plans and/or units specifically assessed or evaluated to ensure alignment with academic standards?*

- *How are parents/community members incorporated into the design of lesson plans and/or units?*

- *What specific policies, procedures, and recruitment tactics does your school use to enroll African American students in Advanced Placement/Honors courses?*

- *What is your school's overall design for achievement?*

The value of the Focus Groups proved to be even greater than anticipated. Assured that their identities would never be revealed, Focus Group participants responded candidly and frankly. In several instances, participants asked the research team for more time or for a second Focus Group session.

PHASE IV – Public Hearings
The Commission held four community hearings or forums, each one in a church near one of the four schools.

To keep the audience on topic and to aid in data collection, at the beginning of each hearing the research team presented to each

member of the audience a handout containing questions and space in which to write answers.

Participants were asked to select two questions to answer in writing on the handout itself, which they would leave behind unsigned, and then to pick one question to discuss at the microphone. Their written and oral comments were incorporated into the research data.

The chairperson and vice chairperson of the Civil Rights Commission conducted three and one hearings respectively, aided by the Task Force co-chairpersons.

Results And Recommendations

At the conclusion of the public hearings, a total of 438 persons had participated and provided input into the entire body of data, including the Task Force.

The original Denver Dozen had been the foundation for 23 themes, which the researchers converted into 23 problem questions.

Recommendations

From the participants in the assessment came an exhaustive list of recommendations for improving the academic achievement of Black students; those are presented in the researcher's section marked "Findings."

Summary Discussion

To summarize the findings, many inner-city African American children, specifically those at East, George Washington, Manual, and Montbello High Schools in Denver, are struggling to achieve academically due to a number of systemic obstacles and omissions. These children's learning styles and cultural, social, and economic needs are unique; but administrators and faculty do not fully appreciate, acknowledge, or address those learning styles and needs. That is because, until now, no one has done the work required to understand the uniqueness of *our* children, *our* inner-city schools, and *our* community.

America's leading urban educators have come to realize that, in order to succeed, any effort to improve our African American children's academic achievement must be rooted in rigorous scientific research; changes that are research-based are the only changes worth attempting. As Valerie Reyna, Ph.D., declared at Governor Bill Owens' Second Annual Education Summit in Denver on March 13, 2002, *"If an initiative is not based on scientific research, then it is based on one of three things: tradition, superstition, or anecdotes."*

Government—both federal and state—has rightfully intervened; schools' inability to effectively serve many students of color, specifically Black students, has reached crisis proportions. Government has served notice on struggling public schools to raise their test score performance to an acceptable level or be converted to charter schools.

But are charter schools the answer? Our research concludes that without a clear-cut, in-depth understanding of the student body and particularly their students of color and their respective cultures, learning styles, modes of expression, nonverbal communication idiosyncrasies, *et al.*, the same school under a charter school administration will not be able to bring out the hoped-for improvement in student academic performance.

Denver Public Schools has responded in good faith to the disparity crisis by searching the nation for successful programs and transplanting them to our schools in hopes of bringing about a turnaround. But DPS has done this without fully understanding the *unique root causes* of the problem *here in our own back yard*. Following the national trend, they have tried to fix the problem without thoroughly understanding the problem. We have attempted to clearly understand the problem—*our* problem—and identify as many as possible of the pieces of the Gestalt that make up the whole.

Denver children are not Baltimore children. Denver children are not Chicago children. Many of the themes or variables derived from research in other cities apply to all inner-city African American children, but many of them do not. Many school improvement

programs successfully address problems that are prevalent in a particular local community but omit problems that plague schools in other cities.

We have made a paradigm shift with this assessment: Rather than looking elsewhere, we have studied both the consumers and providers of public education in our *own* unique community, our *own* four struggling inner-city schools, and our *own* African American students. We have attempted a causal analysis of the source(s) of the disparity right here at home.

During our intensive study of the four subject high schools, we observed a number of exceptional and innovative intervention programs that DPS has put into place.

Our study does not invalidate these or any other school improvement initiatives; instead, it particularizes and personalizes what other best practices programs are attempting to do.

Future Research

These findings and recommendations are not a "silver bullet." There are no quick fixes.

Because the academic disparity between African American children and non-African American children has been historically, politically, and systemically created and perpetuated, addressing it will require intensive and rigorous longitudinal research. Any one of the Denver Dozen or the 23 problem questions could be the focus of in-depth future research.

Also, the BAEO petition (Appendix D) pointed to aspects of disparity in the educational experience of African American high school students besides test scores, participation in Advanced Placement and International Baccalaureate classes, and classroom performance. The petitioners also alluded to disparity in disciplinary actions taken by the subject high schools against Black students versus White students.

However, the designers of the research model chose to focus on the underlying causes of academic achievement disparity and suggestions for eliminating it. Disparity in disciplinary actions might well be included in future research; Denver Public Schools' Office of the Superintendent would need to provide researchers assessing that issue additional specific, relevant data.

The role of high school counselors is another area worth exploring: Are they adequately trained to understand African American students' differences in communications styles and cultural/societal needs? Are they adequately staffed to give all children appropriate attention? What do they need in order to more effectively meet the current-day needs of students, especially Black students (many of whom are shouldering adult-sized problems)?

Also, what kinds of efforts are parents and community members willing to support in order to nurture African American students and promote their academic achievement?

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A Comprehensive Review of Contemporary Knowledge

FINDINGS

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> "…[I]f racial equality is America's goal, reducing the Black-White test score gap would probably do more to promote this goal than any other strategy that commands broad political support (p.4)."
> Christopher Jencks and Meredith Phillips,
> *The Black-White Test Score Gap*.

Introduction

Academic achievement can be seen for many as a social passport that provides recipients economic access, career choice, and societal acceptance. This educational journey, which is actually life long, may require varied resources, efficacy, inclusivity, care, motivation, peer support, and an overall culturally-relevant, competent learning environment that addresses the whole child - intellectually, spiritually and emotionally. The current dilemma is that there are many urban school children that are not consistently exposed to these kinds of schooling cultures, where the life of the student connects with the academic content being taught. In some schools, African Americans seem to be disconnected from wanting, needing to succeed and the opportunity to succeed.

African American children have been struggling to compete academically with their non-African American counterparts since pre-1865. Due to state laws that forbade teaching slaves to read and write, unfair customs, and deep-seated hatred, slave children were denied opportunities as well as access to any educational institutions (Berry and Blassingame, 1982). There were possibly 16 generations prior to 1865 that were academically illiterate. For the four hundred years prior to 1865 Black children were not trained to read, write, accumulate academic knowledge, question, or examine the world with a curious eye, all of which — post 1865 — was to have been the birthright of every child.

Post 1865, facing untold sacrifices, African American parents viewed educational attainment as the "greatest single opportunity to escape the increasing proscriptions and indignities that Whites heaped upon Blacks" (Franklin and Moss, 1994, p.264). Fulfilling the need for African American children to be empowered, educated, and receive social justice became the life pursuit of many freed African Americans.

While African American children thirsted for knowledge, their parents encountered significant challenges. One primary issue was the economic conditions of the time. Many African Americans were sharecroppers; every family member was valued and needed to work in order for the family to survive. Despite that, African American parents sought, by any means available, to secure their children's right to receive the quality education that their grandparents had been denied (Franklin and Moss, 1994).

According to Franklin and Moss (1994), "by 1900 more than 2,000 African Americans had graduated from institutions of higher learning, while more than 700 were in college at that time." (p.269). This statistic should not by any means be seen as a point of celebration, however. In 1900, four years after Plessey vs. Ferguson institutionalized segregated schools, there were approximately 5 million African Americans, but only 1.5 million African American children were in school with a modest 28,560 Black teacher pool (Franklin and Moss, 1994, & Dubois, 1903, cited in Goodchild and Wechsler, 1989). The point here is that approximately 90% of the African American population in 1900 was under-educated.

In 1954, about 1% (480,000) of freshmen entering predominantly White institutions were African Americans (Berry & Blassingame, 1982). In 1965, only 4.8% of all U.S. college students were African American (Bowen & Bok, p. 4). The point here is that after four hundred years of struggle, African Americans in 2002 are still celebrating first-generation college graduates.

The Denver Dozen: Thematic Strands of Achievement

After rigorous and extensive review of the academic achievement dialogue related to critical ways of narrowing the African American achievement gap, twelve essential research-based themes emerged from the discussion. These themes, when formed together, become the Denver Dozen: thematic strands of achievement that create a systemic, theoretical frame designed to increase academic achievement among African American students. The following are the Denver Dozen:

1. Parental Strategies

Phillips et al. (1998), using data sets from the Children of the National Longitudinal Survey of Youth (CNLSY), which incorporated the Home Observation for Measurement of the Environment (HOME) scale, found that parenting practices appear to have a significant impact on children's test scores. Thus, we could conclude that adjustments in parenting practices will do more to reduce the academic achievement gap than movements in a parent's educational attainment or income (Jencks & Phillips, 1998; Tucker et al. 1996; Yan, 1999).

A parent is the child's original teacher, and his or her role in the development of the child's academic performance is primary. Parents need schools to provide resources, training, and access to the best practices in preparing children of color for academic success.

2. Culture and Schooling

The traditional explanations for the Black-White test score gap have been characterized as genetics, poverty, family background, and income (Jencks & Phillips,1998). Successful theories of explanation will focus instead on psychological disposition, cultural differences, and the way African American children respond to various classroom experiences (Jencks & Phillips,1998).

The culture, traditions, heritage, and historical experiences of a student can provide insight into how s/he understands her/his world and the style in which s/he learns. Schools must focus on a student's learning styles and her/his diverse ways of expression in order to better serve her/his varied academic needs.

3. Instructional Training, Knowledge and Skills

Ferguson (1998), cited in Jencks and Phillips (1998), argued that "a teacher's score on the teacher certification test is the best readily available indicator of the teacher's ability to raise children's test scores "(p.31). Jencks and Phillips (1998) contend that predominately African American schools have faculty who have lower test scores than non-African American schools.

Teacher education and district-wide induction programs must do a better job of preparing teachers to work in diverse learning environments. An effective teacher's skill, knowledge base, and familiarity with the community can make a difference in a child's academic performance.

4. Instructor Perceptions, Expectations and Behaviors

According to Ferguson (1998), teachers' negative perceptions, limited expectations, and disparaging behaviors sustain or even expand the Black-White test score gap. Ferguson (1998) concludes that there are three different benchmarks of bias in teachers' perceptions and expectations: 1) *unconditional race neutrality*, where teachers who are unbiased expect the same levels of performance from Black and White students; 2) *conditional race neutrality*, where teachers expect the same levels of performance from Black and White students on the condition that they have the same past grades and test scores; and 3) *unobserved potential*.

The teacher sets the academic climate of the classroom. Her efficacy and expectations must be high and attainable. She should govern with a gentle hand of fairness and social justice. Her students should experience a sense of equality, equity, and empowerment.

5. Pathology of Failure, Victimization and Worth

African American children throughout the literature on achievement seem to be plagued with psychological and historical constructs that have impeded their academic success. The issues of stereotype threat (Steele & Aronson, 1998); the fear of "acting White" (Cook & Ludwig, 1998; Fordham and Ogbu, 1986, cited in Jencks and Phillips, 1998); victim hood (McWhorter, 2000); and a peer culture that neither acknowledges nor rewards academic achievement (McWhorter, 2000); have become

salient factors in answering the disparity question.

6. Fear of "acting White"

Fordham and Ogbu (1986, cited in Cook and Ludwig, 1998) argued that the "history of discrimination in the United States has led African American adolescents to value educational achievement less than other groups, and that Blacks have come to associate academic success with acting White (p.377)." The challenge here is to create learning environments that encourage African American students to have the desire to succeed, to be self-confident, and to be personally responsible for their own academic achievement (McMillan & Reed, 1994).

7. Stereotype Threat

Steele and Aronson (1998) argue that "Black underachievement derives in part from the stereotype threat that is a chronic feature of African American students' academic environment (p.403)." The assumption is that negative stereotyping can be threatening and thus activate an internalized anxiety, self-doubt, or low expectancy about one's own ability (Steele & Aronson, 1998). The overall objective, then, is to devise learning experiences that diminish the distress of stereotype threat and create an environment that encourages African American students to reach their own academic potential.

8. Ethos of Peer Influence

McMillan and Reed (1994) found that peer networks of resilient students play an important role in determining academic success. Resilient students devise peer groups to motivate each other and to provide support regarding school and non-school areas (Geary, 1988, cited in McMillan & Reed, 1994).

9. Motivation

Adams and Singh (1998), using data sets from the National Longitudinal Study of 1988 (NLS:88), reported that the most significant factor of determining academic achievement among African American 10th grade students was their prior level of achievement, which affected overall motivation. Therefore, African American students who have demonstrated early sustained, prior academic history of success will be motivated to achieve.

10. Classroom Size

A study initiated by the state of Tennessee during 1985-89 which covered 6,527 children in 72 schools found that cutting class size in early grades increased African American children's test scores and that these gains were sustained even after children moved on to larger classes (Jencks and Phillips, 1998).

11. Resources: Support for Programs that Work

Disparity of income and school resources has become less a factor in explaining the Black-White achievement gap (Jencks & Phillips, 1998; Floyd, 1996; Singham, 1998; McWhorter, 2000). Over the past four decades the number of affluent Black families has grown as well as the equal distribution of school resources among African American and European students (Jencks & Phillips,1998). The current thought is that district and state spending in African American schools should be centered on funding programs that have a proven record of increasing achievement.

12. Access and Encouragement to Enroll in AP courses

Noguera and Akom (2000) found that students of color are more likely to be excluded from classes for those deemed gifted in primary school and from honors and Advanced Placement (AP) courses in high school. Noguera and Akom (2000) reported that in some inner-city schools there are only a few if any AP courses offered. Moreover, Noguera and Akom (2000) concluded that even when students of color are enrolled at schools that do offer a large number of AP courses, teachers and counselors are likely to actively discourage the Black students from taking them. Therefore, to ensure full academic achievement success among African American students, inner-city schools must make AP courses accessible and teachers and counselors must encourage African American students to enroll.

Purpose of Study

The purpose of this study is to uncover insight regarding two questions:

1. Why do academic achievement disparities exist among African American students?

2. What are some ways to increase academic achievement among African American students?

Methodology

The setting for this study was four urban high schools where 30%-80% of the student population qualified for free and reduced-price lunches. The combined student population was predominately African American and Latino. Focus Groups were conducted with four kinds of participants:

1. *Students randomly selected from grades 9-12;*

2. *Parents, also randomly selected, who had children currently enrolled in one the four high schools;*

3. *Faculty/staff, including department chairpersons, one representative from each academic area, paraprofessionals, social workers, and guidance counselors;*

4. *Principals, assistant principals, and other school administrators;*

5. *Community members.*

Overall, the research team conducted 24, two-hour Focus Group sessions from August 2001 through January 2002 and four community hearings.

Procedure

The researcher conducted a review of the literature to look at significant studies done in the past 30 years related to academic achievement among students of color, particularly African American students. Twelve themes emerged from the review that address the reasons why students of color fail, as well as strategies for increasing academic achievement in this group.

There were two parts to the study: part one was to identify problem areas, and part two was to advance critical and practical recommendations for solving the problems. The Denver Dozen themes were used to generate questions that were incorporated into Focus Group discussions. The researcher took field notes during the Focus Group discussions and incorporated them into the data.

From the Focus Group discussion sessions problems and issues related to academic achievement were extrapolated and then converted into 23 problem questions. The research team presented the problem questions to community members at four public community hearings held in churches near each school; Task Force members also followed the questions' evolution throughout eight Task Force meetings.

The parent, teacher and administrator survey and Focus Group discussions yielded compelling insights related to the definition of academic achievement, its contributing causes, and ways to improve it among African American students.

Students

The students reported that academic achievement simply meant having success in school, high development of life skills, and consistent goal obtainment. The student respondents also stated that:

"Academic achievement means doing the best in every class that you can possibly do."

"Academic achievement means simply trying your best on your schoolwork. I believe that's all anyone can ask of a student."

"Academic achievement means to set a certain standard for yourself as well as for other people and to get and reach that goal."

"Academic achievement means to have good grades in school, to understand the materials from teachers."

The student respondents suggested that the reason why some African American students do not achieve was due to the absence of unconditional care and support, fear of success, external/internal motivation, and self-efficacy. The students also noted that:

"Some students do not achieve because they don't feel supported, or lack the confidence that they need to go further in education. Also, some students are afraid of what their peers might think if they are high achievers."

"They don't have enough support. A lot of times lacking parental support can cause a kid to not care as much. The students also don't achieve because they don't ask for help when they are facing a problem."

"Some students don't achieve because they don't have the willingness and the drive to do so. Their peers or family don't encourage them."

"They are told they can't achieve and the media creates a negative image of their background."

"The reasons that some students do not achieve are because they've been treated unequal, without respect from other students or teachers. Family problems can also impact the student."

The student participants felt that schools could assist them to academically achieve by creating a learning environment that is supportive, inclusive, caring, culturally relevant, sensitive and competent. The students also stated that:

"My school can assist me in achieving by, believing in me and having teachers whose sole purpose is to see me better myself."

"It can provide mentors. It can encourage both the teachers and the students to meet with each other when there are problems."

"Have classes readily available to me. Have great and enthusiastic counselors."

"The school can help by staying involved in everyone's education regardless of grades."

"The school needs more money to upgrade our learning environment."

"Have unbiased teachers and staff."

"My school can have dedicated teachers as well as certain programs that are geared toward academic achievement."

"Schools can assist me to achieve by providing good information, good teachers, small ratio of students to teacher; and to treat me with respect."

Parents

The parents reported that schools could assist or support their academic achievement efforts at home by responding in a timely manner to parents' requests, providing accurate information, offering parents self-development training, and establishing flexible schedules for meetings or parent/teacher conferences. The parent respondents also noted that:

"Schools could communicate clearly and consistently the learning goals for my child and then inform me on a regular basis how my child is doing and what needs to be done to accomplish those goals."

"Respond to the parents' emails and calls. Schools should not send out a recording to the home explaining that 'your child is failing in one or more classes' without creating a follow up call explaining what can be done before the next 6 weeks to prevent your child from failing again."

"Walk down the halls with a smile on and positive look on your face."

"Try to instill the value of an education not as a means to an end, i.e. college, but help students understand that education is an ongoing process and has intrinsic value."

Teachers

The role of a teacher becomes an important variable related to academic achievement. Knowing the student well is one of the first tasks of an educator. The teacher respondents reported that:

"Teachers are expected, on their own, to understand the culture of their students. For me this has been a slow process; but with each passing term I learn a bit more. My example is that in my first year I was at a predominately Hispanic middle school and did not understand why students would never look me in the eye when confronting them about homework, tardies, cheating, etc. I finally was told by a student that it was considered confrontational to look me in the eye."

The outstanding issue for schoolteachers is the notion of how to move students to a place of high achievement. The teacher respondents felt that faculty training and development on the following issues would help:

"how to educate parents on helping their kids succeed"

"teacher team building"

"more workshops dealing with diversity and encouraging students to be involved"

"CSAP-based workshops with lesson plans - strategies for increasing proficiency in writing essays"

"CSAP preparation with sample questions like reading, writing and math"

"language training/Spanish — Improving communication between teachers and between teachers and administrators"

"discipline and motivation techniques"

"differentiated instruction"

"immigration issues and how they impact our students"

Administrators

The leadership of a school sets the tone for excellence — where the head goes the body follows. The administrators reported that in order to achieve academic excellence for all students, there must be high levels of accountability, comprehensive assessments, high expectations, student focus, and a commitment to diversity. The administrator respondents also noted that school leaders must:

"Be motivated to go beyond the normal to enable students to learn and focus on their future."

"Have a more caring attitude and be aware of the things that may be a tip-off of a student in need of help."

"Have a written, organized plan/objective for where they are headed; it must be connected."

Problem Questions

       Overall there were 23 problem areas that emerged out of the surveys and Focus Group discussions. These 23 problems were converted into problem questions:

1. *What are some ways that teachers can bond with their students?*

2. *How can we assist students not to be afraid of what their peers might think if they are high achievers?*

3. *How can we foster a community of trust and respect in the classroom?*

4. *What are some other ways to increase attendance in addition to phone calls home?*

5. *How can the school communicate clearly and consistently their learning goals to all stakeholders (parents, students, teachers and community)?*

6. *What are some activities, techniques or special services that should be initiated to address the social needs of students who are struggling with overwhelming adult dilemmas?*

7. *How can we encourage teachers who feel discouraged when students do not achieve?*

8. *What are some ways that all stakeholders can consistently demonstrate high levels of efficacy and care throughout the schooling environment?*

9. *How can the community and school ensure that every student has the necessary resources and technical training to achieve (i.e. library support, textbooks, speed-reading courses, and computer access)?*

10. *How can we ensure standard-based curriculum alignment between elementary, middle and high school?*

11. *How can the district support schools to provide site-based teacher induction programs?*

12. *What are some ways that school can effectively communicate important meetings, trainings, and informational sessions to all community groups?*

13. *How can schools ensure that all teachers have a working knowledge of the services, programs, opportunities, and out reach projects that promote high achievement?*

14. *What sort of public relations strategies can all stakeholders initiate in order to transform schools that have been labeled failing?*

15. *What are some activities, techniques, and programs that can increase parental and teacher skills related to academic achievement of all students?*

16. *What are some additional or alternative measures of academic achievement other than CSAP?*

17. *What are some ways we can encourage students who say that they are afraid to succeed?*

18. *What are some ways that parents and teachers can motivate students to achieve?*

19. *How can schools specifically incorporate salient artifacts of culture, heritage, and traditions in the learning environment?*

20. *How can schools ensure quality academic counseling services for all students?*

21. *What are some ways that we can assess biweekly the quality of instruction?*

22. *How can we ensure that special-needs students are given proper quality services?*

23. *How can we ensure that every content teacher is trained in the use and implementation of standard-based subject content matrixes?*

Recommendations

The following are research-based recommendations devised to address the 23 problem questions identified from the four schools in this study:

Students:

- *Devise focus groups, rap sessions, and speak-outs woven within the school day to allow students to express their concerns, discuss issues, or just talk about their struggles or celebrations.*

- *Create a Junior/Senior room and a Freshman/Sophomore room where students can receive supplemental, individualized support and instruction.*

- *Create additional ways other than the CSAP in which students can demonstrate their academic ability and skill.*

Parents:

- *Develop a parent homeroom within the school - a place where parents can go that they can call their own.*

- *Devise CSAP packs for parents in order to support testing efforts at home. Note: make sure to prepare information in Spanish as well as English.*

- *Create parent and school communication pathways through afternoon teas, coffees, or luncheons. Host once a month, consistently, a school family night or community outing.*

- *Host a job fair or personal development and training conference for parents. The intent here is to provide parents with a variety of self-development services.*

- *Develop parent clusters where groups of five meet regularly and keep each other informed of school issues and events.*

- *Create a learning environment that incorporates the voices and stories of parents meaningfully within the curriculum.*

- *Devise a "needs list" to be distributed among parents and community members outlining how they can be involved in the school.*

Teachers:

- *Develop an inclusive teacher induction program that is site-based.*

- *Create an incentive program that compensates teachers for developing standards-based units over the summer period.*

- *Devise a communication pathway between upper and lower grades in order to ensure academic continuity.*

- *Create seamless systems of collaboration, professionalism, and personal accountability. Teachers must be respected and supported to grow in their practice.*

- *Develop student portfolios with "career charts" outlining 5-year and 10-year plans.*

- *Create an annual teacher/student breakfast.*

- *Establish once a semester an all-school, teacher/student service learning project.*

- *Encourage teachers to have lunch with their students twice a month.*

Administrators:

- *Create fluid communication networks that maintain a consistent connection with the school's improvement goals.*

- *Devise a video program that professionally records the special gifts and talents of individual school administrators, teachers, staff, and students to be shown to the entire school learning community. The intent here is to provide an opportunity for all participants to develop a deeper knowing of each other.*

- *Create a "respect others" mural devised by the entire school community to be displayed for visitors.*

- *Provide all students academic services offered by programs such as: AVID, DEEP, MESA, and PREFORMANCE BY EXIBITION. Note: These programs that have proven to be effective in increasing academic achievement.*

- *Offer a district-wide summit on "Respect: A Community Responsibility"*

hosted by the student council of each school.

- *Devise a teacher/parent "chat room." The intent here is to allow all participants an opportunity to discuss pressing issues related to schooling.*

- *Develop a "Care Center" in the school where certified personnel can service the individual needs of students.*

- *Display yearly, monthly, weekly and daily academic achievement goals throughout the school.*

- *Devise a program such as "teacher of the week" where nominations are submitted by students and peers.*

- *Develop teacher clusters by subject matter and grade level. Have each cluster meet once a month to conduct research related to best practices in their field of study.*

- *Provide all students academic services offered by programs such as: AVID, DEEP, MESA and PREFORMANCE BY EXIBITION. Note: These programs that have proven to be effective in increasing academic achievement.*

- *Create curriculum standards alignment teams wherein junior as well as senior faculty meet once a week to revise, revisit, demonstrate, practice, and discuss effective techniques to incorporate district/state academic standards within the school curriculum.*

- *Create clear linkages between academic achievement and one's future quality of life.*

- *Develop a "resource list" for parents with contact numbers where they can receive personal services.*

- *Create a system where teachers can conduct biweekly self-evaluations of their teaching.*

- *Create real opportunities where teachers can be teachers and dialogue with colleagues regarding their practice.*

- *Host monthly town meetings to discuss the school's mission and needs.*

- *Develop a clearinghouse system that assesses the content gaps of incoming*

freshmen and transfer students, regardless of their academic ability.

- *Devise a mentor program that addresses issues of negative peer influence related to high achievement.*

- *Launch a high achieve campaign that encourages students to realize that academic achievement is cool and will provide life choices.*

- *Adopt a character education curriculum for those students who need to develop self-worth, belief, and personal faith.*

- *Devise faculty in-services related to "relationship building" within the classroom.*

- *Create a "Drop-In Center" designed to provide students with after-school academic services.*

- *Initiate a home visitation program.*

- *Develop an after-school tutoring program network with community churches.*

- *Develop seamless pathways where parents can be involved in the decision-making process beyond PTA's or CDM's.*

- *Create a parent forum to receive feedback on school improvement plans.*

- *Devise a site-base summit on "Effective Academic Counseling Strategies for Low Achieving Students."*

- *Create an "internship bank" where students can access and find employment learning opportunities.*

- *Devise a school-based hotline designed to communicate activities and important information to all community members.*

- *Create a teacher think-tank with the sole purpose of devising solutions that address school issues.*

- *Organize a system where parents can voice their concerns constructively.*

Discussion

Many African Americans and other children of color are struggling to achieve academically. Children of color need to be known well; those who teach them must understand their varied ways of learning and developed knowledge bases, to which their cultural artifacts, traditions, and heritage bear witness. African American children must be exposed to caring, loving adults that will nurture and guide them. Children of color should be given opportunities to dialogue and discern the value of wisdom, knowledge, and the inalienable pursuit of academic achievement.

Desegregated schools have served African American children for less than fifty years. The challenge here is that desegregated schools' lack of historical longevity is accompanied by a lack of continued research focus centered on the cultural, social, and economic needs of African American students and their families. Many children of color do not see themselves within the curriculum, nor do they have safe places or meaningful opportunities to celebrate their ethnicity.

The African American children in this study need schools that truly care about them; schools that incorporate their voices within the overall discourse; schools that create opportunities wherein the students are listened to and heard; schools where children of color are evaluated beyond standardized tests; schools that embrace a holistic educational design that promotes life-long learning; schools where teachers journey with each student, regardless of academic performance; schools where counselors begin with the "student first," knowing that giftedness takes time to develop; schools where the motto for parent involvement is patience, flexibility, and an unconditional partnership.

Children of color require schools with clear learning outcomes as well as a detailed plan to achieve those goals. African American students must have mentors that represent their future possibilities. Children of color need places to grow. The surrounding school community must open their businesses, colleges, and churches and offer supplemental academic services in order to help increase academic achievement. The African American child, in order to achieve, must have a curriculum that is coherent, challenging, and culturally relevant.

On the Positive Side

In every urban school numerous dilemmas exist. Overcrowding, low achievement, consuming bureaucracy, and children who are displaced are all characteristics often found in urban schooling environments.

While East, George Washington, Manual, and Montbello High Schools are not exceptions, in them one can see positive growth and development as well as possibilities for increasing student success. Over the hundreds of hours of observation and close contact in these schools during this assessment, the researchers observed several exceptional programs and innovative interventions, such as:

1. Graduation by exhibition where the student presents four years' worth of work to a panel of teachers, community persons, and family members.

2. An academic advantage program that is a school-wide, after-school tutoring program where students can meet with their specific content teacher for additional assistance.

3. A Saturday school program designed to give those students who cannot manage the traditional schedule a chance to gain academic development through a weekend program.

4. College bound programs that expose students to postsecondary academic opportunities.

5. Summer job opportunities that provide students with gainful employment.

6. A "rites of passage" program centered on sophomores presenting their progress to earn the right to be juniors for the next academic year.

Although there are needs to be addressed at each school, the infrastructure is clearly present to move toward the end goal of high academic achievement.

Conclusion – Future Research

The academic disparity that exists within our schools between African American children and non-African American children is a historically, politically, and systemically created construct. Addressing the issue of academic achievement among students of color will require intensive, rigorous, longitudinal research. Some questions that need investigation are:

- *What are the effective urban teacher perceptions, expectations and behaviors that will increase academic achievement among children of color?*

- *How can academic peer groups lower the "fear of acting White?"*

- *What are some effective strategies to assist caregivers to create a learning environment in the home?*

"The Denver Dozen" provides a beginning theoretical frame to review the phenomenon of academic achievement.

APPENDIX A — BIBLIOGRAPHY

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20

The Commission's history

In 1951 the Colorado General Assembly created the "Fair Employment Practices Division" to conduct research and education regarding job discrimination and to hear discrimination complaints against public employers. It was attached to the Industrial Commission and empowered to uncover and inform but not to enforce.

In the ensuing 50 years the legislature has expanded the agency's jurisdiction to include housing and public accommodations discrimination, given the agency enforcement authority over both private and public entities, and renamed it the "Colorado Civil Rights Commission/Division."

The Commission's mandate

The mandate of the Commission, which is a seven-member volunteer panel who meet monthly to set policy for the Division and to hear cases on appeal, is defined in Colorado Revised Statutes (C.R.S.) Title 24, Article 34, Part 305.

Among the powers and duties of the Colorado Civil Rights Commission (CCRC) found at 24-34-305 are the following:

- To receive and study the existence, character, causes, and extent of unfair or discriminatory practices as defined in parts 4 to 7 of this article and to formulate plans for the elimination thereof by educational or other means;
- To issue such publications and reports of investigations and research as in its judgment will tend to promote goodwill among the various racial, religious, age, and ethnic groups of the state and which will tend to minimize, or eliminate discriminatory

or unfair practices as specified by parts 3 to 7 of this article. Publications of the commission circulated in quantity outside the executive branch shall be issued in accordance with the provisions of section 24-1-136;
- To recommend policies to the governor and to submit recommendations to persons, agencies, organizations and other entities in the private sector to effectuate such policies;
- To make recommendations to the general assembly for such further legislation concerning discrimination as it may deem necessary and desirable;
- To cooperate, within the limits of any appropriations made for its operation with other agencies or organizations, both public and private, whose purposes are consistent with those of parts 3 to 7 of this article, in the planning and conducting of educational program designed to eliminate racial, religious, cultural, age, and intergroup tensions; and finally,
- To intervene in racial, religious, cultural, age, and intergroup tensions or conflicts for the purpose of informal mediation using alternative dispute resolution techniques. Such intervention may be in cooperation with other agencies or organizations, both public and private, whose purposes are consistent with those of parts 3 to 7 of this article.

That mandate is the underlying reason that the Commission undertook this project, A Research-Based Assessment of the Disparity in Educational Achievement between Black and White Students: A Comprehensive Review of Contemporary Knowledge.

Robert F. Wintersmith, Ph.D.

784 South Galena Street, Denver, Colorado 80231
Home Phone: 303/340-8335
Fax Number: 303/343-1225
Cell Number: 303/909-5178
E-Mail: bobwintersmith@@earthlink.net

Education

Doctor of Philosophy	**1973, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, MA.** Specialized methodological study in research, planning, and administration; specialized policy study in mental health and the administration of justice.
Master of Arts in Urban Studies	**1972, Occidental College, Los Angeles, CA**. Specialized study in Public Administration and Budget and Finance.
Certificate	**1970, Yale University, New Haven, CT**. Six weeks public policy seminar for urban administrators.
Master of Social Work	**1965, Washington University, St. Louis, MO**. Specialized study in casework, group work, and community organization.
Bachelor of Arts	**1963, Lincoln University, Jefferson City, MO.** Specialized study in Sociology; minor in Psychology.

Qualifications Summary

Following are highlights of my more than 30 years of leadership in education, business, and local, state, and federal service:

- My human services and program administration experiences encompass work with children, students at all levels of schooling, the elderly, persons with disabilities, the unemployed, high-poverty consumers of health care services, the mentally ill, and individuals of all racial and ethnic backgrounds in need of public assistance in order to achieve their full potential.

- My academic credentials include earned, advanced degrees in policy, planning, and public administration, as well as ten years of college teaching and administration, during which time I designed and taught courses in social welfare policy, management principles and practices, police administration, and the American criminal justice system.

- Outside the academic community, I have served as a psychiatric aide, welfare caseworker, youth worker/counselor, Director of Social Services for the St. Louis Housing Authority, and a police commissioner for the St. Louis Metropolitan Police Department.

- I have extensive public speaking experience, and have designed and conducted numerous workshops, seminars, and lectures. I relate well to the news media, can be trusted with confidential information, and am experienced in handling politically charged situations.

- I have been responsible for managing as many as 300 employees, and for annual budgets of up to $72 million. I have in-depth knowledge and experience in the areas of organizing staffs, staff recruitment, training, leadership development, fostering the use of cross-functional teams, and fairly evaluating and compensating top performers.

- In addition to managing multi-million dollar budgets, I have conducted studies, funded by the Social Security

Administration, on cost-containment and cost-reduction in the administration of public assistance programs, and many of my recommendations in these areas were successfully adopted by local counties in the State of Massachusetts.

- I have received special recognition over the course of my career for my ability to foster cohesion and teamwork among my subordinates, both within a single department, and in multiple divisions.

- I have an extensive background in the conduct of research, analysis, and reporting, including the compilation and maintenance of workforce statistics, the preparation of labor forecasts, and preparing plans for future organizational expansion.

- I have published a nationally renown book on law enforcement policies and practices as these pertain to African American communities, and have authored articles, reports, and proposals on themes related to social welfare and the public good.

- While interfacing with the legislature on behalf of the Colorado Division of Civil Rights, I gained a special appreciation for the importance of relating effectively with the state's political leadership in accomplishing public service objectives.

- I designed, monitored, and coordinated the implementation of the Affirmative Action Plan for Tufts University, including their graduate programs and professional schools of medicine and dentistry, all of which contributed to my understanding of the nature and importance of community-based health care programs.

- I have a special interest, skills, certification, and experience in alleviating intergroup tensions and in mediating disputes and a national reputation as an expert in crisis management.

- I have successfully owned and operated several small businesses, and have a special empathy for entrepreneurs striving to achieve and sustain self-employment goals in urban settings.

Work History

My employment history includes four years of active duty in the U.S. Air Force; teaching at the graduate and post-graduate college levels; the ownership and operation of several small businesses; and over 25 years of consultantships with such organizations as: Arthur D. Little, the Ford Foundation, the Singer Job Corps Center, the Social Welfare Regional Research Institute, Boston College, the Community Relations Services (CRS) of the U.S. Department of Justice, the National Crime Prevention Institute, the Law Enforcement Assistance Administration, Northeastern University's School of Law, and the U.S. Postal Service. My employment history may be summarized as follows:

1989-Present   **Director, Research and Education**, Colorado Division of Civil Rights, Department of Regulatory Agencies, Denver, CO.

1984-1986   **Director, Social Services Division**, St. Louis Housing Authority, St. Louis, MO.

1980-1981   **Director, Interfaith Coalition for Peaceful Integration and Quality Education**, St. Louis, MO.

1976-1982   **Assistant Professor**, Social Welfare and Criminal Justice, Washington University, St. Louis, MO; Webster University, Webster Groves, MO; Lindenwood College, St. Charles, MO; Forest Park Community College, St. Louis, MO.

1973-1975   **Director, Office of Equal Opportunity, Special Assistant to the President**, Tufts University, Medford/Boston, MA.

1970-1974   **Teaching and Research Positions** (full- and part-time), Boston College (Chestnut Hill, MA); Brandeis University (Waltham, MA); Northeastern University (Boston, MA).

1965-1969   **Social Worker and Anti-Poverty Program Administrator**, St. Louis, MO and Louisville, KY.

1969-1970   **Ford Foundation Fellow**, served as legislative liaison and assistant to the mayor, Boston, MA.

Professional Memberships

- Member, Society of Professionals in Dispute Resolution

- Member, Colorado Council of Mediators and Mediation Organizations

- Member, American Association for Affirmative Action

- Former Member, National Organization of Black Law Enforcement Executives (NOBLE)

- Ford Foundation Fellow

Publications

The Police and the Black Community, Boston, D.C. Heath and Company (Lexington Books), 1974.

"The Police and the Black Community: Strategies for Improvement," cited in *Police Community Relations: Images-Roles-Realities*, Cohn, Alvin W. and Viano, Emilio C. (Editor), New York, J.B. Lippincott Company, 1976, pages 422-433.

NAME   Oscar Joseph III, Ph.D.

EDUCATION

1991-1998   **University of Illinois at Chicago**, **Chicago, Illinois**.
Doctor of Philosophy in Education: Curriculum and Instruction. Specialization: Curriculum Design/Urban Education K-12. Completion: December 1, 1997.

1982-1986   **Northwestern University**, **Evanston, Illinois.**
B.S. in Ed.

TEACHING

Fall 1999
-present   **University of Colorado at Denver, Denver, Colorado**
Assistant Professor in the Initial Professional Teacher Education Division,
Worked at preparing teacher candidates for highly competitive careers in the field of education. Duties included: Teaching and managing graduate level courses: 1) Democratic Schooling, Law and Ethics, 2) Learning to Observe/Observing to Learn (adolescent development) and 3) Thoughtful Inquiry in Teaching Social Studies (7-12). Additionally, my duties included curriculum design (lesson plan development, unit clarification, state/district standards alignment) and devising new programs as well as supervising a cohort of (8-10) teacher candidates in an urban school while conducting leadership seminars on "Urban Pedagogy: The art, science and profession of teaching in culturally rich learning environments." Further, as an Assistant Professor in the IPTE Division I served on various committees such as the University wide Faculty Assembly and School of Education Faculty Advisory Committee. Moreover, as an IPTE instructor, I volunteered academic services to the Denver and Aurora public school districts.

1996-1999   **Chicago State University, Chicago, Illinois**.
Worked as an **Associate Professor of Elementary Education and Executive Director of the Center for Urban Research and Education** preparing pre-service teachers for highly competitive careers in the field of education. Duties included: Teaching and managing two undergraduate level elementary school method courses, one graduate level elementary school method course, one undergraduate level elementary school foundation course, and one undergraduate curriculum and instruction course. Other duties included: grant writing, new programs development (SAGE:Striving for Academic Greatness and Excellence, Pre-student Teaching Seminar, Mary Mcleod Bethune Society, Social Studies Area III Elementary Education Certification Exam Review Seminar), resource unit development, lesson plan design, integrated instructional unit development, committee participation (faculty senator, critical thinking committee member, chair of process education committee, board of athletic advisors committee member), academic advising, community service, teacher in-service, and conference presentations.

Winter 1996   **Northwestern University, Evanston, Illinois**
Lecturer: "Single Motherhood, Children and Schools"
Lecturer: "Leadership Issues". Teaching Assistant: "African-American Children & Families--Theory & Research On The Role Of African-American Fathers"

                 College of DuPage, Glen Ellyn, Illinois.
Lecturer: "African-American Children's Literature K-12"

1991-1993   **Emmet Elementary School, Chicago, Illinois**.
Physical Education and Social Studies Teacher: 7th & 8th grade level.

PROFESSIONAL EXPERIENCE

1993-1996   **Northwestern University, Evanston, Illinois.**
Worked as an **Academic Advisor** preparing students for highly competitive collegiate careers. Duties included: intensive counseling, crisis intervention, course selection advising, career advising, academic credit analyzing, campus networking, comprehensive tutoring, summer employment

networking, word processing, record keeping, individualized student programming, job fair coordinating, and managing a program called *Volunteers for Youth*.

1992-1993   **University of Illinois at Chicago, Chicago, Illinois.**
Worked as a **Center for Urban Education Research and Development (CUERD) Fellow Research Assistant** for the University of Illinois at Chicago. My primary research objective as a social studies teacher was to use innovative instructional strategies aimed to motivate elementary school level African-American male students with a history of disciplinary problems to: 1) respect themselves and others; 2) explore alternative behaviors regarding conflict resolution; and, 3) explore alternative strategies to become positively involved in the educational process.

1991-1992   **University of Illinois at Chicago, Chicago, Illinois**.
Worked as a **Graduate Research Assistant** for the Nation of Tomorrow Project. In using the Hellison Model, my objective as a physical education teacher was to teach and assist 7th and 8th grade urban children to learn and experience some basic values regarding the importance of respecting others' rights and feelings, of the relationship between trying and improvement, of self-directed, and of being of service to others. The research site was an elementary school on the west side of Chicago.

1990-1991   **LaSalle Street C.Y.C.L.E., (Community Youth Creative Learning Experience), Chicago, Illinois.**
Worked as a **Career Developer/Workshop Instructor**, preparing Cabrini-Green residents for competitive employment. Other duties included: intensive counseling, crisis intervention, conflict resolution, home visits, word processing, curriculum development and employment networking.

1989-1990   **Jobs For Youth Inc., Chicago, Illinois.**
Worked as a **Workshop Instructor**, preparing inner-city youth for competitive employment. Supervised a volunteer staff of Chicago business men and women. Devised a training manual, curriculum and behavioral management system that was used in pre-employment workshops.

1988-1989   **George Halas Vocational Center, Chicago, Illinois**.
Worked as a **Rehabilitation Counselor**, academically and vocationally preparing mentally disabled adults for competitive employment. Devised a training manual, curriculum, and behavioral management system that was used in pre-employment workshops.

1987-1988   **Family Focus-Our Place, Evanston, Illinois.**
Worked as a **Youth Advocate**, coordinating services and counseling for youths and families. Other duties included: home, school, and agency visits, writing daily reports, word processing staffing twice a week and on call crisis intervention responsibilities.

PRESENTATIONS

2002   "Urban Philosophic Thought: A Humane Pedagogy of Schooling"
     American Association of Colleges for Teacher Education

2002   "Effective After School Programs for Children of Color"
     Denver Black Church Initiative

2002   "Educational Achievement for All Children"
     Denver Public Schools: CDM Gathering II

2002   "Urban Philosophic Thought: A Humane Pedagogy of Schooling"
     Association of Teacher Educators

2001   "What is Urban Pedagogy? Revisited"
     Second Annual Urban Pedagogy Conference

2001   "Examining Renewal in an Urban High School Through the Lens of Systemic Change"
     AACTE Conference

2000   "What is Urban Pedagogy?
     First Annual Urban Pedagogy Conference

2000   "What does it mean to be a Warrior?"
             Montbello High School 2000 Commencement

2000   "Mama Ella: Oral Life History as Qualitative Inquiry"
             AERA: American Educational Research Association Conference

2000   "Parent Involvement"
             Denver Public Schools Educational Summit

2000   "Academic Freedom & Political Indoctrination"
             University of Colorado at Denver Student Government Forum

2000   "Urban Leadership"
             University of Colorado at Denver Chancellor Leadership Scholars

1999   "College Preparation"
             Manual High School Parent Night

1999   "Urban Pedagogy: Innovative Teaching Strategies"
             First Annual Innovations in Education: Aurora University School of Education

1998   "Urban Pedagogy, Technology and Social Change: An Emerging (CURE)"
             Education and Technology Conference: Fayetteville State University School of Education

1998   "Mama Ella: A Daughter of Thunder"
             The Eighth Annual Gwendolyn Brooks Conference on Black Literature and Creative Writing.

1998   "Urban Pedagogy, Technology and Social Change: An Emerging (CURE)"
             Innovative Teaching Conference: Methodist College Department of Education

1998   "Teaching African-American Children"
             Field Based Teacher Preparation Program: Chicago State University

1998   "Whole School Change"
             Small Schools Workshop: University of Illinois at Chicago

1997   "Popular Education: Teaching for Social Justice"
             The Journal of Curriculum Theorizing--Annual Curriculum Theory Conference

1997   "The Stories that We Live By Revisited: Oral Life Histories of Former African-American Student Athletes
             Who Attended Predominantly White Institutions"
             National Association of Academic Advisors for Athletics Conference.

1996   "Critical Thinking: A Necessity In A Changed Environment"
             Faculty Development Presentation: Chicago State University.

1996   "Schools Within Schools"
             Chicago Public School: Bennett-Shedd Elementary

1996   "Chicago State-CPS Annenberg Partners"
             National Conference on Small School Restructuring.

1996   "The Stories that We Live By: Oral Life Histories of African-American Student Athletes at Predominantly
             White Institutions."
             National Association of Academic Advisors for Athletics Conference.

1995   "Responding to the Academic, Social and Emotional Needs of African-American Female Student-Athletes
             at Predominantly White Institutions."
             National Association of Academic Advisors for Athletics Conference.

1994   "Survival Priorities: Children of Poverty."
             Democracy and Education Conference.

1993   "My Students and I: From an African-American Male Teacher's Perspective."
           Democracy and Education Conference.

1993   "Evaluation of Education Programs at Correctional Institutions."
           American Educational Research Association Conference.

1991   "Stories From the Lives of Inner City Children and Teachers: Implications for Curriculum."
           The Journal of Curriculum Theorizing--Annual Curriculum Theory Conference.

1991   "Teachers Like Us and Students Like These: Urban Teachers' Reflections on Thirty Years of Kohl and
           Kozol."
           The Journal of Curriculum Theorizing--Annual Curriculum Theory Conference.

1991   "My Students and I: From an African-American Male Teacher's Perspective."
           The Journal of Curriculum Theorizing--Annual Curriculum Theory Conference.

PUBLICATIONS

Joseph, O. (2002). Urban Child:Social Context and Schooling. (In-review), <u>National Forum of Applied Educational
       Research Journal</u>.

Joseph, O. (2002). Urban Philosophic Thought and Pedagogy. (In-review), <u>National Forum of Teacher Education
       Journal</u>.

Joseph, O. (2002). Narrative as a Ways of Knowing Children of African Descent. (In-review), <u>Anthropology &
       Education Quarterly</u>.

Joseph, O. (2002). A Research-Based Assessment of African American Student Educational Achievement: Denver
       Public Schools. (In-review), <u>The Journal of Negro Education</u>.

Joseph, O. (2001). Urban Pedagogy. (In progress)

Schanklin,N., Meagher, C., Kozleski,E.,Joseph,O., Stout,D., Sands, D., & Wyman, W. (2000). Examining renewal in
       an urban high through the lens of systemic change. (Submitted for review to Urban Education,pp. 1-37.)

Joseph, O. (2000). Parent involvement: A learning revolution of change. <u>Urban Spectrum</u>, <u>13</u> (10) p.20.

Joseph, O. (2000). Remembering the teachings of Mama Ella. <u>Urban Spectrum</u>, <u>13</u> (12), p. 24.

Joseph, O. (1995). Sage: Sokoni Karanja. <u>Democracy and Education</u>, <u>10</u> (2), 37-39.

GRANT AWARDS

Junior Faculty Mentoring Grant: University of Colorado at Denver

Methodist College: (TESRI) Teacher Education Scholar Research Institute Grant

New York University: Faculty Resource Network Grant

Chicago Annenberg Challenge: Schools Within Schools Grant

ACADEMIC PROPOSALS ACCEPTED
AERA Division K: Teacher and Teacher Education -- New Faculty Seminar

CONSULTING
2000-present   **Denver Board of Education, Denver, Colorado.**
               Drafted reports and revised district curricula.

1989-1999   **Illinois State Board of Education, Chicago, Illinois.**
               Conducted workshops, presentations and drafted reports.

1991-1992.1.1 **Chicago Board of Education, Chicago, Illinois.**
               Evaluated educational programs.

1992-1997	**District 65 & Evanston Special Recreation, Evanston, Illinois.**
	Worked as **Director** of District 65 Behavior Disorder Afternoon Summer School Program. Duties included: supervision of 15 certified teachers and 10 teacher's aides. Managed 70-80 Special Ed. students, developed appropriate curriculum and programming, and conducted intensive counseling sessions.
1991-1992	**District 65 & Evanston Special Recreation, Evanston, Illinois.**
	Worked as **Assistant Director** of District 65 Behavior Disorder Afternoon Summer School Program. Duties included: supervising, programming and counseling.
1984-1985	**Family Focus-Our Place, Evanston, Illinois.**
	Worked as a **volunteer** for Evanston youths. Devised speech programs, which enabled them to learn basic skills in speaking and performing.

COMMUNITY SERVICE

2001-Present	**Colorado Council for the Social Studies, Denver, Colorado**
	*CCSS Board Member
2001-Present	**Colorado Department of Education: Closing the Learning Gap (CLG) Coalition, Denver, Colorado**
2001-Present	**State of Colorado Civil Rights Division: Academic Achievement Disparity Task Force, Denver, Colorado**
2001-Present	**Cole Middle Reform Group, Denver, Colorado**
2000-Present	**University of Colorado at Denver, Denver, Colorado**
	*SOE Faculty Advisory Council
	*University wide Faculty Assembly
	*SOE Minority Ph.D. recruitment
2000-2001	**Vaughn Elementary School, Aurora, Colorado**
	Member of the Accountability Committee
	Member of the Parent/Community Cadre
1999-Present	**Denver Public Schools Curriculum and Instruction Division, Denver, Colorado**
1999-2001	**Montbello High School, Denver, Colorado.**
	Chair of the Collaborative Decision-Making Committee
1996-1999	**Bennett-Shedd Elementary School, Chicago, Illinois.**
	Teacher Service Activities
1996-1999	**Northwestern University, Evanston, Illinois.**
	Consulting
1994-1999	**Family Focus-Our Place, Evanston, Illinois.**
	Board Member
1985-1997	**Special Recreation, Evanston, Illinois.**
	Worked with mentally disabled adults.

TRAINING

"Sexual Assault and Physical Violence Training"
Chicago Metro Y.W.C.A., Chicago Illinois-1991.

"Aggression Management Training"
Chicago Association of Retarded Citizens, Chicago, Illinois-1989.

MEDIA APPEARANCES

WYCA-FM, 106.3/CHICAGO; guest speaker: African-American History
Chicago Defender, March 17, 1991. Article: "Former NU Gridder Gives to Cabrini"
WVAZ-FM, V-103/CHICAGO; guest speaker on the talk show "First Day."

PROFESSIONAL AFFILIATIONS

2000-present   **AACTE**

1992-present   **The American Educational Research Association: AERA**

1993-1996   **National Association of Academic Advisor for Athletics: N4A**

1990-1992   **Youth Motivation Program: YMP**

1990-1991   **Jobs Council of Chicago: JCC**

ACHIEVEMENTS AND AWARDS

2001-2002   **University of Colorado at Denver, Denver, Colorado**
2002 School of Education Service Award Recipient

2001-2002   **University of Colorado at Denver, Denver, Colorado**
IPTE Division SOE Service Award Nominee

2000-2001   **University of Colorado at Denver, Denver, Colorado**
IPTE Division SOE Teaching Award Nominee

1998-1999   **Chicago State University, Chicago, Illinois.**
Faculty Excellence Award Recipient
Promotion: Associate Professor

1985-1986   **Northwestern University, Evanston, Illinois.**
Service to the Community Award

1985-1986   **Northwestern University,** Evanston, Illinois.
President of B.A.U.L. an auxiliary of the African-American Student Government. And, N.C.A.A. Scholar Athlete.
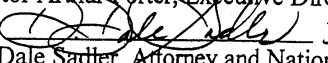
PETITION TO THE COLORADO CIVIL RIGHTS COMMISSION

WE, THE MEMBERS OF THE BLACK ALLIANCE FOR EDUCATIONAL OPTIONS ("BAEO"), TOGETHER WITH AND IN THE INTEREST OF ANY THIRD PARTY BENEFICIARIES, TO WIT, LOW INCOME AND BLACK FAMILIES, PETITION THE COLORADO CIVIL RIGHTS COMMISSION, PURSUANT TO C.R.S. 24-34-305 (b),(c) and (d), TO LAUNCH AN IMMEDIATE INVESTIGATION AND STUDY OF THE EXISTENCE, CHARACTER, CAUSES AND EXTENT OF UNFAIR, DISCRIMINATORY OR ACADEMICALLY DISPARATE EDUCATIONAL PRACTICES (INCLUDING BUT NOT LIMITED TO RACIAL ACADEMIC PROFILING), AND TO FORMULATE PLANS FOR THE IMMEDIATE ELIMINATION THEREOF, BY EVERY LEGAL AND EDUCATIONAL MEANS DEEMED FIT AND PROPER, and as grounds therefore, Petitioners state as follows;

1. A BAEO review of the grade disparity in four (4) Denver inner-city high schools, to wit, George Washington High School, Montbello High School, Manual High School and East High School, where the ethnic memberships are greater than thirty (30) percent, white children are academically thriving, while black children are failing.

2. There exists a substantial gap in academic performance, wherein white children are academically outperforming black children in reading, language and math.

3. White children have access to advanced placement and international baccalaureate programs, while black children are participating in disport ionate numbers.

4. White children are receiving competitive ACT and SAT scores, while black children receive disportionately low scores.

5. Black children receive disport ionate discipline, in the form of suspensions, expulsions and other derogatory actions of educational delivery operatives.

WHEREFORE, we hereby pray that this Commission immediately Order a Denver School District study and investigation of the existence and character of racial educational disparity in Denver high schools, and to formulate plans for the elimination thereof.

Submitted this 27th day of October, 2000.

By: _Arthur A. Porter_ 303- 360-9728
Pastor Arthur Porter, Executive Director, Denver/Aurora Chapter of BAEO
By: _D. Dale Sadler_ 303 - 316-6630
D. Dale Sadler, Attorney and National Board of BAEO

Center For Urban Education

National Association for the Advancement of Colored People – Colorado Chapter

Mayor's Education Czar

Equity Assistance Center

Denver Public Schools

Black Alliance for Educational Options – Denver Chapter

U.S. Commission on Civil Rights

Colorado Department of Education

U.S. Department of Education-Office of Civil Rights

University of Colorado at Denver - Department of Education

Urban League of Metropolitan Denver

Black Chamber of Commerce

Denver Chamber of Commerce

Pentecostal Assembly

Greater Denver Ministerial Alliance

Colorado Progressive Coalition

Black Educational Advisory Committee

Colorado Education Association

Denver Classroom Teachers Association

Parents

Students

100 Black Men

Black Educators United

CDMs (Community Decision Making Task Forces) (All four high schools)

Sam Carey Bar Association

Colorado Lawyers Committee

African American Legislators – Colorado General Assembly

Pan-Hellenic Council (fraternities and sororities)

Million Man March Committee

ACORN

African-American Construction Council

Tuskegee Airmen Association

Associations of Black Journalists / Accountants / Engineers

Last Name	First Name	Sal	Title & Organization
Adams	Robert	Mr.	Transline Rail Service, Inc.
Amburn	Dan	Mr.	Thomas Jefferson H. S. (retired)
Anthony	Willie	Mr.	Citizen
Banks	Colleen	Ms.	
Batey	Samuel	Dr.	Colorado Dept. of Education
Bonapante	Winnie	Ms.	BAEO
Carter	Jennifer	Ms.	
Celestine	Ron	Mr.	
Cornish	Sherdyn	Ms.	
Craft	Malee	Ms.	United States Commission of Civil Rights
Daniel	Joyce Y.	Ms.	U.S. Dept. of Education Investigator
Darnell	Janet L.	Ms.	
Dickinson	Bruce	Mr.	Executive Director, Denver Classroom Teachers Association
Doane	Anthony	Mr.	
Dulles	John	Mr.	Regional Director, US Commission of Civil Rights
Durham	Patricia	Ms.	
Edwards	Betty	Ms.	
Eisenman	Athena	Ms.	GEARUP & Concerned Citizens fro Education
Emerson	Bettye J.	Ms.	DPS Smiley Middle School
Ford	Gil	Rev.	Director, Western Region, NAACP
Fucles	Annette	Ms.	
Grant	Doris	Ms.	
Hammock-West	Cozetta	Ms.	BEV-Preg. BEAC
Haynes	Renetta	Ms.	DPS
Hill	Charlene Y.	Ms.	VP of Programs, Urban League of Metro Denver
Jackson	Robert	Mr.	President AACC
Jefferson	Frances E.	Ms.	
Kiken	Jonas &Thelma	Mr. & Ms.	
Langley	Alice	Ms.	Pres., BEAC – DPS
Lines	Chris		
LuQman	Mariko	Ms.	Smith Renaissance School of the Arts
Macdonald	Sharon	Ms.	Treasurer, DPS
McDonald	Cheryl	Ms.	Program Coordinator, Summer of Stars Urban League of Metro Denver
Morehouse, Jr,	Percy A.	Dr.	MSCD, Director EO/Asst. to President
Mosely	John W.	Mr.	CCAMA
Peebles, PhD.	Lucretia Drane	Ms.	Asst. Professor/Director, University of Denver
Peters	Lorene	Ms.	BAEO

Reynolds	James F.	Mr.	
Richardson	Loretta	Ms.	BEAC
Sadler, Esquire	Dale	Mr.	Black Alliance for Educational Options
Sampson	Darlene	Ms.	Social Worker, Montbello H.S.
Scott	Shirley	Ms.	
Semakula	Elisha	Dr.	Colorado State University
Smith	Jeffrey	Mr.	
Stanford	Gully	Mr.	Assoc. Vice Pres. & Dir. of Public affairs, DCPA
Sykes	Felicia	Ms.	Community College of Denver
Taylor	Keith	Mr.	Vice President, BAEO
Thomas	Anthony	Mr.	President, Clayton Neighborhood & Association
Vandenberg	Bill	Mr.	Co-Director, Colorado Progressive Coalition
Wade	Jacquiline	Ms.	BAEO
Wheeler	Rodney	Mr.	
Whitman	Curtis	Mr.	
Young	Frank	Mr.	Classroom Teachers Assoc.
Zaterman	David	Mr.	Colorado Civil Rights Commission