

National Black Caucus of School Board Members

A Council of the National School Boards Association

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Greetings from the NBC Chair

Spring is here and it's time for NBC to start blossoming! We have a set of guiding principles, goals and a vision that will serve us well for the future and align our focus with the overarching mission and vision of NSBA. We have extended and improved our communication with a greater focus on our core mission of closing the achievement gap. We also have made an effort to ally ourselves with the NSBA

Councils and Caucuses that share that mission. We are in the process of identifying external partners that can assist us in this work.

There is still much to be done, and we need you to make it happen! In order to achieve our goals, we are encouraging our members to support NBC by doing the following:

- Actively participate in the in the 2010 NSBA

Annual Conference and Exposition in Chicago, and attend the programming and events planned with you in mind.

- Actively support your state school board association



Edward L. McCormick

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Caucus Greetings From NSBA President Sonny Savoie

It gives me great pleasure to greet you one more time as your NSBA President. We focus on so much as educational leaders, but don't always get the opportunity to examine our own leadership qualities and stretch ourselves in that realm. I've talked with so many people over this past year and have been fascinated with observing your leadership at work. Apparently, I'm not the only one who finds this interesting—Brian Tracy has spent 25 years working with more than 1,000 organizations studying the qualities of leadership.

According to Tracy, there is

a direct relationship between success—whether personal or professional—and leadership abilities. We often think leadership is a natural ability, but the good news for us is that these abilities can be learned. As I enjoy these last moments as your leader at NSBA, I wanted to share his seven keys to successful leadership with you.

1. Clarity

Great leaders are clear about what they want and they have clear goals (goals must be specific, measurable, and time-bound). Goals should be written so clearly that a child can

understand and recognize if you have met your goals or not. This speaks to the vision and mission and standards we establish for our schools.

2. Competence

The future belongs to people who are good at what they do. Become excellent at your work and continue to get better. If you do not commit to excel-



Sonny Savoie

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**BLACK CAUCUS
BOARD OF DIRECTORS**

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CHAIR'S MESSAGE

events and participate in the board development and networking opportunities they provide.

- Renew your Caucus membership and ask a friend, colleague, or your whole board to join the Caucus.

- Volunteer for one of the Caucus committees—we need and welcome leadership at all levels.

- Connect with your NBC regional directors to keep the NBC leadership apprised of emerging trends or hot issues happening in your district and state.

- Work with your fellow district leaders to submit a proposal to share your story of success at the NSBA Annual Conference. The proposal call closes in early June. Go to www.nsba.org/conference for more information.

- Contact any of the Caucus leadership or staff to share ideas or identify topics you would like to see covered in conference programming or in the *Bugle*.

Our students provide a compelling reason for us to continue to work with and through our state associations and NSBA to ensure equity and excellence for all children. Let's keep the momentum going and let's keep going!

This past year has proven to be an exciting time for the NBC, but the best is yet to come. I look forward to serving as your leader over the next year, and as always, I thank you for your leadership and commitment to impacting student achievement in a meaningful way.

Edward L. McCormick

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PRESIDENT'S MESSAGE

lence in your field, you end up being mediocre (by default). Let's set the bar for our students by thinking about the future needs of our workforce and what needs to happen in schools to ensure that our students are prepared to compete anywhere.

3. Constraints

These are things that tell us how quickly you get to where you are and where you want to go. Why aren't you already at your goal? Why aren't you already great? What is holding you back? There's that 80/20 Rule: 80 percent of what is holding you back is internal (your lack of ability, your lack of discipline, etc.); 20 percent is external (outside factors). So, start by looking inside yourself and determine what is holding you back. We can ask the same of our schools, and examine what it will take for us to get where we want to be.

4. Creativity

According to Tracy, we all have a natural genius inside of us, but you have to use it regularly and this will allow you to become smarter, brighter, and quicker, and give you the ability to overcome those constraints.

5. Continuous learning

We need to become lifelong learners and expect that of our students. If you are not getting better, you are getting

worse. If you are not continuously learning and growing, your skills will fade.

6. Concentration

This is the key to great success. How do you concentrate? Pick the most important thing and focus on it. What can you and ONLY you do? What one task is more important than any other? If you could only complete ONE task, what would it be? Do we take time to concentrate on those things that could impact student achievement?

7. Commitment

Leaders are totally committed to what they are doing. Leaders put their whole heart into their work. There are two secrets to commitment: 1) Give your full commitment and attention to the work at hand, and 2) Always do more than expected. Always go the extra mile.

One last secret: Every leader started as a follower. A great leader even knows when to let someone else take the reins. Work at identifying leadership in others.

I challenge you to apply these keys to your life and see how they can take you and your district to the next level. Good luck to each one of you in the pursuit of excellence through your board leadership. Go forward and build great learning communities.

Sonny

Conversations on Race

By Tawana Lynn Keels

Conversations on race can be challenging. Undertones of racism are often disregarded or ignored. As we focus on closing the achievement gap and increasing graduation rates, we must first have an honest conversation about race and the disparities that exist due to race. Racism places some individuals and communities at a disadvantage while others enjoy an unfair advantage. How does race impact the health and welfare of our students, schools, families and communities?

Camara Phyllis Jones, M.D., is the research director on social determinants of health and equity in the Division of Adult and Community Health at the National Center for Chronic Disease Prevention and Health Promotion for the Centers for Disease Control and Prevention.

Dr. Jones is a family physician and epidemiologist whose work focuses on the impacts of racism on the health and well-being of the nation. She will be the keynote speaker at the National Black Caucus Business Meeting on Saturday, April 10, at NSBA's Annual Conference in Chicago.

Jones defines racism as a system of structuring opportunity and assigning value based on the social interpretation of

phenotype. Race measures the social classification of individuals in our race conscious society. In her work Jones classifies three types of racism: institutionalized, personally mediated, and internalized. Institutionalized racism is a system that results in differentiated access to goods, services and opportunities of a society by race.

Personally mediated racism is characterized by differentiated assumptions about the abilities, motives, and intents of others according to race. Internalized racism is characterized by the acceptance by the stigmatized race of negative messages about their abilities and intrinsic worth. As a social epidemiologist, Jones' work on race-associated differences in health outcomes goes beyond documenting those differences to vigorously investigating the structural causes of the differences.

As an illustration, Jones tells a story about a gardener who plants flower seeds in separate flower boxes. Red flower seeds are planted in rich soil while pink flower seeds are planted in poor rocky soil. After 10 years, the red flowers planted in the rich soil continue to grow and thrive. The pink flowers planted in the poor rocky soil



did not grow as well. In our society, it is the gardener who often makes decisions, takes actions, and controls the resources. It was the decision of the gardener to plant the red flower seeds in the rich soil, as she prefers red flowers. As we reflect on the diversity of children in our schools, consider the role we play as gardeners; making the decisions, taking action, and controlling resources.

Tawana Lynn Keels is the secretary/treasurer of the National Black Caucus and the 2009 President of the Ohio School Boards Association.

Why Are We Still Talking About the Achievement Gap?

By Mary Blackmon

Many of us continue to wrestle with making sure our students are not at an achievement deficit. How we address that concern varies throughout our region and certainly across the country. All of us can point to "pockets of success" but far too few can point to district success—districts whose students consistently graduate at a high rate and who are academically competitive nationally.

We share the concern that it is our mandate to educate all of our students at the highest level of achievement. That pursuit should be our all-consuming objective.



The challenges we face in public education can seem overwhelming from time to time—there is no question about that. It boggles the mind when we think about some of the conditions

that many of our students face every day that make it difficult for them to focus on their studies.

But we cannot accept or make excuses for their lack of success. We have done that for far too long. We owe those whose lives have been entrusted to us the promise of a better life through a pursuit for learning. In order for us to make sure our students have a chance for fulfilling, productive lives and make valuable contributions to their families, communities, this society, and the world, we MUST deliver the highest quality teaching and learning experiences.

Connect with your NBC Regional Directors to have an exchange of ideas, programs, and experiences we can share. We want to hear from you about the problems you are experiencing, the challenges you are facing, and your achievements—any progress you are making that will help to shape a positive educational outcome

for our students.

Please send your examples so we can share them in NBC regional newsletters. We are especially interested in learning what is being done to prepare your students for leadership and how that is affecting the culture of your schools and districts.

All of us can benefit by sharing our successes. As we tackle those obstacles that challenge us, let's also celebrate what we are doing well.

I look forward to hearing from you. Please make this effort a priority.

I will also entertain ideas as to how to title the experiences/success/ideas we will share. Central Region members, please feel free to contact me by email at blackmm@att.net.

Mary Blackmon is the NBC Central Regional Director

Ornament Brightens White House Holiday Decor

The landmark *Brown v. Board of Education* Supreme Court decision was the theme of the NBC hand-decorated ornament on display at the White House during the 2009 holiday season. Initiated by First Lady Michelle Obama, non-profit organizations were invited to decorate recycled ornaments that commemorated local American landmarks.

The NBC is a part of one of the primary organizations, the National Policy Alliance, invited to create ornaments for the 2009 White House Christmas tree. The National Policy Alliance is convened through the Joint Center for Political and Economic Studies and is comprised of participating organizations that give voice to the 9500 African American elected officials and more than 3 million African

American government employees who serve the nation. Together, these public servants represent not only the interests of the 35 million African Americans, but also the interests of all Americans.

NSBA Caucus liaison staff Kanisha Jones and Myra Maxwell selected the U.S. Supreme Court as the NBC landmark and used decoupage to decorate an ornament with items depicting the 1954 court case that struck down segregation in schools and propelled educational and social reform throughout the U.S. Hundreds of ornaments decorated the White House tree, but NSBA's board of directors and several staff had an opportunity to see the ornament during a tour of the White House in December, and they confirmed that the NBC ornament

held a prominent place on the tree. NBC Chair Ed McCormick and Caucus staff were invited on a special White House tour in mid-December to view the ornaments commissioned by Mrs. Obama. They even managed to convince a guard to allow them behind the rope and stanchions protecting the tree to get some close up shots of the ornament. Ed McCormick and the Caucus staff are brushing up on their Art 101 skills, should they be invited to decorate ornaments for the 2010 White House tree.



New Report from the Center for Public Education Reviews the Facts Behind Charter Schools

For almost two decades, charter schools have evolved as a way to experiment with education innovations and provide public school choice. The charter school concept has attracted significant interest—and scrutiny—from the nation's education leaders. While some hail charters as a model for raising student achievement, others are critical. But the public often has mistaken ideas about what charter schools are.

“There is currently a lack of research behind charter schools,” said Jim Hull, senior policy analyst at the Center for Public Education at NSBA. “This means that states may be heading into a reform strategy without a clear understanding of whether this is a promising path to take or not.”

In addition to state-by-state data on charters, the report includes the following key findings:

- Reliable charter school research is still in its infancy. One recent analysis rejected 70 out of the 210 studies it found. Many studies are descriptive snapshots of a school or district's achievement, rather than examining achievement across states or comparing charter school achievement to traditional public schools.

- Of the reliable research, studies generally showed that charter school students did better in elementary school

reading and middle school math, but worse in high school. The recent CREDO study found that, overall, some (17 percent) charter schools do better than traditional public schools, but the majority do the same (46 percent) or worse (37 percent).

- Local education agencies (school boards) are the most common authorizers of charter schools.

- States with “multiple authorizers”—i.e., various pathways for authorizing charter schools—had the weakest student achievement data for charter students when compared to students at traditional public schools.

- Charter schools remain primarily an urban strategy. The National Charter School Research Project reports that 89 percent of U.S. school districts “have no charter schools within their boundaries, perhaps in large measure because so many school districts are so very small.”—†

- For profit education management organizations (EMOs) run about 16 percent of all charter schools. (Non-profit EMOs run about 13 percent.)

- Virtual charters are a small but growing segment of the market. However, very little research is available about the impact of these schools, and what is available indicates “mixed outcomes.”

- Charter schools generally are not

drawing the best students away from local traditional public schools, and the racial composition of charters is similar to that of the traditional public schools the students previously attended.

“While it is imperative that more research and education must be done on charter schools and their impact on the traditional public schools in their communities, it is clear that charters are poised for more growth with the U.S. Department of Education Race to the Top competition, which provides a powerful incentive for states to boost their support for charters,” said Hull. The report was authored by independent researchers Chuck Devarics and Eileen O'Brien. The Center for Public Education (www.centerforpubliceducation.org) is a national resource for credible and practical information about public education and its importance to the well-being of our nation. The Center provides up-to-date research, data, and analysis on current education issues and explores ways to improve student achievement and engage public support for public schools. The Center is an initiative of NSBA. You may view the report, “Charter Schools: Finding Out the Facts” online at the Center for Public Education's website: <http://blog.centerforpubliceducation.org/?p=757>.

NATIONAL BLACK CAUCUS OF SCHOOL BOARD MEMBERS SCHEDULE OF EVENTS AT NSBA'S ANNUAL CONFERENCE

Friday, April 9

5 pm to 6 pm
National Black Caucus Board of Directors' Meeting
Room 4C,
Hilton Chicago

Saturday, April 10

3:30 pm to 5 pm
National Black Caucus General Session and Business Meeting
Speaker: Dr. Camara Phyllis Jones, Centers for Disease Prevention and Control
Room W471AB
9 pm to midnight
Joint Caucuses Reception – Grand Ballroom, Hilton Chicago
Sponsored by Johnson Controls, Inc.

Sunday, April 11

8 am to 9:45 am
National Black Caucus Presents: Defying the Odds: The Dallas
Independent School District 9 Story
Room W474A
12:30 pm to 2 pm
National Black Caucus Luncheon:
Geoffrey Canada
Grand Ballroom, Hilton Chicago
Sponsored by McGraw Hill Education
Pre-registration is required for all Mealtime Events.
All luncheons are priced at \$50 per ticket
3:15 pm to 4:30 pm
National Caucus of the American Indian/Alaska Native Presents:
Good Governance for Teacher Effectiveness
Room W184ABC

Monday, April 12

9 a.m. to 10 am
National Black Caucus Board of Directors' Meeting
Room W471AB



National Black Caucus Chair, Edward McCormick



2009 Ohio School Boards Association President & NSBA National Black Caucus Secretary/Treasurer Tawana Keels presents a certificate of completion to William Hendricks of Steubenville City Schools at the Ohio School Boards Association Board Leadership Institute. Hendricks is Treasurer of the Ohio School Boards Association Black Caucus. Keels serves on the Scholarship Committee for the Caucus.



California School Bds. Assn. Past President and NBC member Paul Chatman



NSBA Education Director Kanisha Williams-Jones, NBC Chair Ed McCormick and NSBA Administrative Assistant Myra Maxwell pose in front of the 2009 White House Christmas Tree



NSBA President-Elect Earl Rickman giving remarks during FRN with Secretary of Education Arne Duncan in attendance.

Report of The Caucus Policies and Resolution Committee

February 26, 2010

By: **GEORGE E. EVANS, Esquire**
Caucus Policies and Resolutions Committee, Chair

Following our NSBA 2009 Annual Meeting in San Diego, the Committee reviewed the existing Policies and Resolutions enacted by NSBA, as well as its Constitution & By Laws, to prepare to undertake the Committee's assignment, of advising the Caucus Board of Directors on proposed policies and resolutions or amendments to the NSBA Policies and Resolutions Committee, for the approaching year. The NSBA Policies and Resolutions Committee meet in January of each year. Proposed policies and resolutions or amendments must be submitted to that committee on or about November 20 of each year. Proposed resolutions when enacted by a majority vote of the NSBA Delegate Assembly are in effect for one year, however proposed policies or amendments, as well as constitutional changes, require a two-thirds vote and remain in effect until changed. The Committee reported its recommendations and drafted resolutions and policies, which were submitted to the Board of Directors at its November 2009 meeting in Indianapolis, IN. The Caucus Board approved the proposed resolutions and policies and submitted them to the NSBA Policies and Resolutions Committee.

The Committee proposed the following resolutions and policies:

SUBJECT: Improving Graduation Rates

RESOLUTION: NSBA urges congress to recognize factors outside of the classroom that affect high school graduation rates, and to provide sufficient funding to support local efforts to improve those rates for students, including but not limited to African American, Hispanic, and Native American students.

RATIONALE:

The language was adopted at the 2009 Annual Meeting as a Resolution and should continue as a resolution for 2010. The prevailing data clearly indicates that in a period where the need to graduate high school is much greater and the opportunity to graduate has not been better; African American, Hispanic and Native American students graduation gaps have increased.

SUBJECT: Reduction of the Achievement gap

RESOLUTION: NSBA urges congress, state and local governments, to provide funding for state and local school boards, to improve the educational progress and status of all students, particularly African American, Hispanic, and Native American male and female students, by understanding and coping with gender-specific needs. A special focus must address the causes, of and solutions to, the underachievement of all students, especially African American, Hispanic, and Native American students.

RATIONALE:

The prevailing data clearly indicates that the achievement gap has become greater in a period where the opportunities for a quality education have increased. Some of the barriers effecting gender specific needs have not been adequately addressed to promote educational excellence of all students (i.e. all male and female schools and classes).

SUBJECT: Amend ARTICLE VI, Section 3

To Add Section 3.8 which provides as follows:

3.8 Relationship with the National Alliance of Black School Educators (NABSE)

POLICY: NSBA and NABSE share a common commitment to lay governance, effective administration and data driven and research based instruction of public schools throughout the country. The relationship between NABSE should be characterized by collaboration, cooperation, and coordination. NSBA encourages state school boards associations, state administrators associations, local school boards, school district superintendents, and teacher associations, to communicate effectively and work together to develop and maintain their mutual goals of high-quality education for all students.

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REPORT OF THE CAUCUS POLICIES AND RESOLUTION COMMITTEE

RATIONALE:

The above Article contains similar language for relationships to collaborate and cooperate with NASBE and AASA. NSABE is an accomplished national organization with unique experience and research on the best practices on student achievement, particularly on issues relating to African American students.

The following proposed policy was accepted by the NSBA Policy and Resolutions Committee to be considered by the Delegate Assembly, at its April 9, 2010 meeting in Chicago:

SUBJECT: Article II - Responsibilities of Local School Boards Section 3 - Commitment to Diversity and Equity
3. IMPROVING GRADUATION RATES

POLICY: NSBA congress to support legislation to address factors outside of the classroom that affect high school graduation rates, and to provide sufficient funding to support local efforts to improve those rates for students, including but not limited to African American, Hispanic, and Native American students.

RATIONALE:

The above concept was approved as a Resolution urging Congress to recognize the factors outside the classroom and to provide appropriate funding, during the 2009 Annual Meeting. Currently the dropout rate is not specifically addressed in this proposed policy; it should be and school boards and similar governance bodies also have a responsibility to address it. The prevailing data clearly indicates that in a period where the need to graduate high school is much greater and the opportunity to graduate has not been better, that the above student graduation gaps have increased. It is another leading factor of the "Cradle to The Prison Pipeline" syndrome and must be eliminated. (Chicago the nation's second highest African American male student population, had a graduation rate of 37% for African American males, where white males had a graduation rate of 62%, according to The Schott Foundation for Public Schools study)

Your cooperation in speaking with your delegate on these resolutions and policies will be very helpful.

Black Caucus Northeast Region /Delaware School Board Association Meeting

By: **GEORGE E.EVANS, Esquire**
Northeast Region Director

As the Caucus Northeast Region Director and as Chair of the Delaware School Boards Association, following our Caucus Strategic Planning Meeting on August 7-8, 2009 in Alexandria, VA, on October 14, 2009, I held a Caucus/State Association collaboration meeting, in Dover, Delaware. With the planning assistance of our State Association Executive Director, Susan Francis, I updated Caucus and state association members on the Caucus reorganization, goals and achievements, as well as upcoming events and activities. Information packets with Caucus mem-

bership applications were provided through the assistance of NSBA staff members, Kanisha Williams-Jones and Myra Maxwell.

During our meeting, we discussed the Caucus Vision and implementing "Education as a Civil Right" as proposed by NABSE. We further discussed the challenges surrounding eliminating the achievement gap, reducing the dropout rate and increasing the high school graduation rate. Our discussion produced a consensus on some of the critical needs of students and obstacles that challenge their success. Much attention was given

to providing students with access to high quality teachers, having high expectations for student learning, and high quality instructional leaders as principles, as vital components to achieving excellence and equity for all students.

We have agreed to meet again to focus on a collaborative track that places children first, district personnel hiring policies and practices, administrative responsibility to keep all board members informed, and improving board communications and relations.

‘Educational Crisis Facing Young Men of Color’ College Board Report Summary

In its recent report, *The Educational Crisis Facing Young Men of Color*, the College Board gathered the insights and firsthand experiences of more than 60 scholars, practitioners, and activists from the African American, Latino, Asian American/Pacific Islanders and Native American communities. They were based on a series of four one-day seminars called Dialogue Days, in which scholars, advocates, and representatives from each community participated in a meaningful discussion to address the education needs of minority males.

Minority male students continue to face overwhelming barriers in educational attainment, noted the report. It highlighted some of the undeniable challenges among minority students, including a lack of role models, search for respect outside of education, loss of cultural memory, poverty challenges, language barriers, community pressures, and a sense of a failing education system.

“The United States is facing an educational challenge of great significance, with the crisis most acute for minority male students,” said College Board President Gaston Caperton at a Capitol Hill briefing on the release of the report. “The report offers a step in the direction of raising the visibility of a pressing problem in American society. If the United States is to achieve President Barack Obama’s goals, then we will have to do a much more effective job in educating those populations with which we have traditionally failed.”

Based on the report’s findings, a number of recommendations were made to erase the disparities in educational attainment and to demonstrate new ways of reaching the increasingly diverse U.S. student population. The report called on policymakers at the federal, state and local levels, as well as foundation and community leaders, to heighten public awareness and explore policy options to improve the plight of young minority men.

Congressman Michael Honda (D-Calif.) said, “An educator for over 30 years, I know the vital role a high school and college degree serves in impacting

the socioeconomic future of a young student. We must remember that education is not only essential for surviving a tough economic climate where unemployment correlates directly with a lack of education, but it is also essential for empowering and mainstreaming minority groups who continue to struggle to break free from decades of marginalization. As chairman of the Congressional Asian Pacific American Caucus, I am deeply troubled by the fact that many Asian Americans and Pacific Islanders—over half of all Cambodian, Laotian, and Hmong, for example—lack even a high school degree. This is inexcusable, especially for a country like ours that prides itself on providing opportunity for all. We must fix this, which is why the College Board’s efforts to raise awareness on the educational crisis facing young men of color are so necessary and timely.”

Congressman Danny K. Davis (D-Ill.) said, “In response to the growing educational disparities facing minority males, the College Board, in collaboration with the Tri-Caucus, has conducted a probing and unflinching examination of the underlying issues and has developed a solid and practical response to reduce, and hopefully eliminate, those disparities. This report could not be timelier or more relevant to the future of our educational system.”

Congressman Raúl M. Grijalva (D-Ariz.) said, “Minorities are disproportionately represented in schools with high dropout rates, and we must work to turn those schools around. All middle school and high school students should have the support they need to graduate, and they should be prepared for college regardless of their circumstances. Any policy that fails students in these respects is a policy that fails the country.”

The report identified the need for a more coordinated effort of K-12 schools, colleges and universities, and state higher education entities to forge partnerships to help males of color get ready, get in, and get through college. A number of “model” education programs, for replication and expansion, were also identified. These successful programs have multiple

commonalities, including more empowered student voices, partnerships at all levels from parent to community action, mentoring programs, male role models, and wraparound services.

Access to the full report may be found at <http://professionals.collegeboard.com/profdownload/educational-crisis-facing-young-men-of-color.pdf>.



NSBA
 NATIONAL BLACK CAUCUS
 of
 SCHOOL BOARD MEMBERS

National Black Caucus of School Board Members

MEMBERSHIP FORM

JULY 1-JUNE 30

Personal Information:

First Name	MI	Last Name
Street		
City	State/Province	Zip/Postal Code
Home Phone	Home Fax	Home E-mail Address

School District/Business Name:

School District/Business Name	Job Title	
Street		
City	State/Province	Zip/Postal Code
School District/Business Phone	Fax	E-mail Address

Preferred Mailing Address: School District/Business Residence

Annual Dues Options: Dues for new or renewing membership may be applied towards the current Caucus fiscal year or the Caucus fiscal year beginning on July 1.

- \$95.00 Regular (Voting) Membership
- \$75.00 Associate (Non-Voting) Membership
- \$1000.00 Corporate (Non-Voting) Membership

Check or Money Order, payable to NSBA

Invoice my School District/Business Purchase Order # _____
 (applications will be processed w/payment)

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Cardholder Name		
Credit Account Number	Exp. Date	
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·NSBA·

NATIONAL BLACK CAUCUS

of

SCHOOL BOARD MEMBERS

The mission of the **National Black Caucus of School Board Members (NBC)** is to promote the goals and vision of the National School Boards Association (NSBA) and to provide leadership and a foundation to school board members for student educational opportunities through collaboration with key shareholders to foster excellence and equity in public education. The Black Caucus continues to be involved in legislative initiatives ranging from literacy rates to standardized testing, and education leadership issues from professional development to effective governance.

Most noteworthy is the NSBA National Black Caucus of School Board Members' *Statement of Goals*, which guides the organization's programmatic agenda:

- ◆ Promote and advance equal educational opportunities for students through the active engagement of Caucus members in national dialogue on educational problems, issues and concerns, in conjunction with the National School Boards Association and other national organizations committed to the continued growth and development of children of color.
- ◆ Provide education and information to members and/or interested parties on unique challenges and opportunities faced by school board members throughout the country.
- ◆ Provide leadership by encouraging the most desirable and effective communication between school board members, their local school boards, communities, and national and state school boards associations relating to African-American students.
- ◆ Study the development and academic achievement of African-American youth within public schools.

The National Black Caucus is open to anyone interested in meeting and addressing the educational needs of African American students and committed to creating a new paradigm to enhance both their educational experiences and academic accomplishments.

Members of the Caucus represent many of the largest and most populated urban school districts, together with some of the most expansive and rural school districts in the nation. They are called upon to work to promote equal educational opportunities for African-American students—monitor the developmental and academic achievement of African-American children—and address the concerns, unique challenges and opportunities faced by school board members working with these issues throughout the country.

We hope you will consider joining today!