



Success Attained. Lives Changed!

**2010-2011 Annual Report
National Council on Educating Black Children**

Distributed By
NCEBC National Headquarters (April 2011)
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Indianapolis, IN 46228
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www.ncebc.org



NCEBC Mission

The mission of the National Council on Educating Black Children is to reinstate academic rigor and relevant teaching, improve the assessment of such instruction, and prepare the African-American learner for effective participation in a competitive global society.

NCEBC Vision

We envision a time when our society values all children and presents them with equal opportunities that emanate from a useful education and strong family values.

National Council on Educating Black Children

The Village takes Responsibility

The leadership belongs not to the loudest, not to those who beat the drums or blow the trumpets, but to those who, day in and day out, in all seasons, work for the practical realization of a better world – those who have the stamina to persist and remain dedicated. To those belong the leadership.

—The Honorable Augustus F. Hawkins
NCEBC Founder (1907-2007)

The Village Takes Responsibility

“Black children are the proxy for what ails American education in general. And so, as we fashion solutions which help Black children, we fashion solutions which help all children.”

*The Honorable Augustus F. Hawkins
NCEBC Founder & U. S. Congressman (ret)*



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Statement from NCEBC Board President, Dr. Claude Mayberry and Executive Director, Mrs. Diana Daniels

As we reflected on the National Council on Educating Black Children’s highlights and successes for the 2010-2011 year, it was apparent that through outreach efforts of the National Board, each NCEBC member, each supporter, and each volunteer, this has been a year in which we made a very significant impact across the country as well as in the Greater Indianapolis community, home of our national headquarters.

This year:

- NCEBC has greatly expanded our free Augustus F. Hawkins Literacy Centers, serving more than 2,500 students on an aggregate weekly count;
- Augusta Mann completed for NCEBC the “Touching the Spirit of the African American Child” as a culturally relevant and responsive teaching strategy that is being taught in workshops;
- We have had local and statewide conferences as well as our national conferences with over 500 attending last year, and grassroots groups are developing city and state Action Plans;
- We have 2,351 “opted-in subscribers” to NCEBC online publications, over 14,000 page views to our new “blog-style” web site, and more than 900 FaceBook Fans;
- NCEBC is now recognized for its role as an advocate for Black children throughout the U.S., often being contacted by the media, and receiving requests for information and presentations from mayors, superintendents, and departments of education;
- And, we have expanded our Parent University curriculum with an array of national presenters covering four modules.

Yet the impact that we had on our children, individually, such as the 20 Black children shown in the photo on the cover, will be a far-reaching impact, opening up doors for future opportunities—and changing lives. As the newly-released Annie E. Casey longitudinal literacy study (“Double Jeopardy” April, 2011) indicates, the linkage between early literacy and future dropping out (and subsequent societal ills) is not debatable, and for children of color and of poverty, the rate is almost double that for white



Dr. Claude A. Mayberry
NCEBC Board President



Mrs. Diana Daniels
NCEBC Executive
Director

We invite you to read this Annual Report that features our successes and recommendations, and we ask for your continued support so that even more Black children, especially Black boys, can realize their full potential and “disproportionality” becomes a word that no longer is relevant. Quality public education for all children—Black children included—is a Civil Right.

As Dr. Martin Luther King, Jr. said,

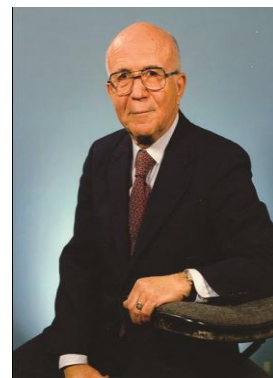
“Life begins to end the day we become silent about the things that matter,” and our children matter!



NCEBC History

In the late 1960's and 1970's, education in the U.S. focused on the “disadvantaged” and everyone worried about why “Johnny could not read.” From this framework, the idea emerged that urban Black and poor children could not learn and that their schools were in shambles. Harvard University professor and researcher Dr. Ron Edmonds found evidence quite the opposite, based on schools sharing 5 correlates necessary to effectively educate African American children.

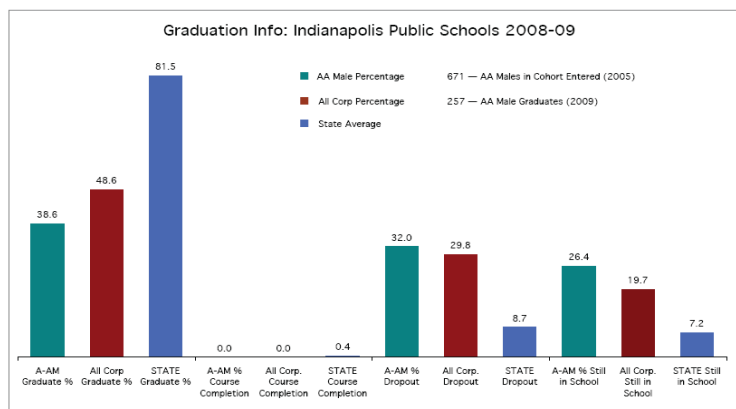
Concerned about the low performance of Black students, in 1986, the late U.S. Congressman Augustus F. Hawkins (the former Chair of the Education and Labor Committee and author of Title I) convened a group of 40 educational leaders, researchers, African-American organizations, and school leadership groups interested in the welfare of African American children. He charged them with the responsibility of developing a plan and process for improving the quality of education for African American youth in the U.S. The strategy was to consolidate ideas and information from all the stakeholders in Black students' education: students, parents, teachers, administrators, policy makers, as well as local business and community leaders. The driving passion was that student failure is not an option: the village will take responsibility for developing a plan to improve the educational achievement of Black students across the nation. Representatives of these stakeholder groups worked together to establish the organization, the National Conference (changed to Council) on Educating Black Children, and to write NCEBC's flagship document, [The Blueprint for Action](#). That Blueprint has now been revised four times and translated into seven languages with over 500,000 copies distributed throughout the United States.



The Blueprint for Action is a guide for individuals who have a vested interest in the education of children of color. It is a handbook developed by a community of stakeholders as a model to improve organization, governance, instruction, and support systems for schools and districts and has very specific action steps for each “village” to take. The National headquarters has been in Indianapolis since 2005 and has taken a leadership role in educating Black children. Through a Lumina Foundation grant, NCEBC has developed Literacy Centers throughout Indianapolis, conducted five state-wide conferences with 16 other cities developing their Black Male Action Plans, begun to develop a Parent University curriculum, and provided extensive professional development in assisting teachers to utilize the culture, history, and language of African American people to increase educational excellence and high achievement.

Continuing Needs

Extensive national and local data (the African American Male Equity Project, IUPUI; the Schott Foundation for Public Education; Robert Balfanz’ studies, John Hopkins University; state departments of education; D.J. Conley research in *Journal of Research in Crime and Delinquency*; Center for Research on Children & Adolescent Mental Health Services, San Diego State University, NCEBC, etc.) all demonstrate high disproportionality for African American youth—particularly African American males—with placement in special education programs or punitive alternative programs, dropping out prior to graduation or graduating with a general diploma or a certificate of completion, becoming teen parents, being involved with the judicial system, participating in gang activities, being involved with illicit drugs, and, culminating, in premature deaths (particularly due to homicides with guns). This data shows the results from unmet needs—especially for African American boys. Additional national research (Snow; Barr and Parrott; Neuman, Krashen, McQuillan, et.al.) shows a direct linkage between poor reading/literacy skills and a future life of incarceration, unemployment, welfare, or drugs, etc. The proportion of black males incarcerated now portends a potential genocide for our people. If African American children—and boys, specifically—are going to *live* and be productive citizens in the future, drastic steps must be taken now. In Indiana, the state’s largest urban school district, Indianapolis Public Schools district—where the national headquarters of NCEBC is located—still struggles to assist its students. In 2007, IPS was cited the 2nd time as the “dropout factory of the nation” with almost 2/3s of its students dropping out between 9th grade & graduation (Balfanz Study, John Hopkins University, 2007 and 2010) with it also being cited as having the worst graduation rate in the U.S. for males—Black, Hispanic, and



white with 4/5s of the males not graduating. (Schott Foundation for Public Education, 2006) The table, at the left, shows the reported data on dropouts, showing almost 1/3 of African American males dropped out in 2008-09—but it should be noted that this does not include the students who were failing, 16, and still in middle school—or those who dropped out between middle and high school. NCEBC felt the

mandate to make a difference in the city hosting its national headquarters.



NCEBC Core Values

Based on the African proverb that says, “It takes a village to raise a child,” the NCEBC Core Values are based on “The Village Taking Responsibility”:

1. All Stakeholders in a community must highly value academic achievement and be involved in improving teaching and learning.
2. All Stakeholders have an invested wealth in the social, cultural, and intellectual development of all children, but especially those children that historically are on the bottom of the educational realm.
3. All Stakeholders must participate in implementing the research that provides evidence to support the growth in healthy development and academic achievement of historically underserved populations.
4. All Stakeholders must examine the issues, practices, policies, and condition in their communities that accelerate or impede the academic performance of African American children.
5. Accountability must be community drive, with NCEBC Stakeholders partnering with academicians and experts in the education of African American children, as well as with educators and school officials in reviewing and monitoring the performance and outcomes of public and charter schools that receive local, state, and federal tax dollars. NCEBC Stakeholders must also be primary partners in crafting solutions for their failing and under-performing schools.

Our challenge is for individuals and organizations to collaboratively work together to assemble partnerships that build a positive future for black boys. What are the policy implications of the current plight of black males, ages 6-24? How do these implications impact public policy, budget imperatives, educational initiatives and regulations, incarceration, projected education allocations, distribution of highly-qualified and effective teachers, and/or cultural competency regulations. As stated by NCEBC at the 1st Indiana State Conference, “These are difficult days for our villages, but NCEBC believes the Constituents and Stakeholders have the tenacity and the vision to engage allies and build alliances within and across many villages” to effect a positive change for their children.

Definition of Terms:

Allies: People we would like to engage in the campaign but are not constituents. Allies are asked to take part but not to control the campaign at the same level as those most affected. Some potential ally groups identified include: African American teachers, technology experts, civil rights organizations, immigrant rights groups, school administrators, teacher education universities, unions, budget analysts and other African American professionals. (*Schott Foundation for Public Education*)

Constituent: A constituency is always comprised of the people most directly affected by the institutional problems. In this case, the critical and too often ignored constituencies are the young Black males themselves along with their parents, guardians, and other concerned adult who bear the burden of dealing with the failures of public and charter school systems.

Stakeholder: A stakeholder can be anyone who has an interest in the issue, i.e.: teachers, school administrators, business leaders, politicians, taxpayers, etc. But these groups of stakeholders do not suffer the direct effects of a system that fails to educate Black youth, nor do they have as much to gain as Black youth and their families.



NCEBC Services

National Blueprint for Action

- The Blueprint for Action is the NCEBC’s flagship document, produced in 1986 at the Hunt Valley 1 Conference led by the Honorable Augustus F. Hawkins, founder. Based on Ron Edmonds’ Effective Schools Research, it serves as a cornerstone for school reform/restructuring in many school districts.
- Written by African American grass root communities, national organizations, and educators, the Blueprint is a manifest for action, promoting collaboration and empowerment among stakeholders in the “village,” to support the educational successes of all children.

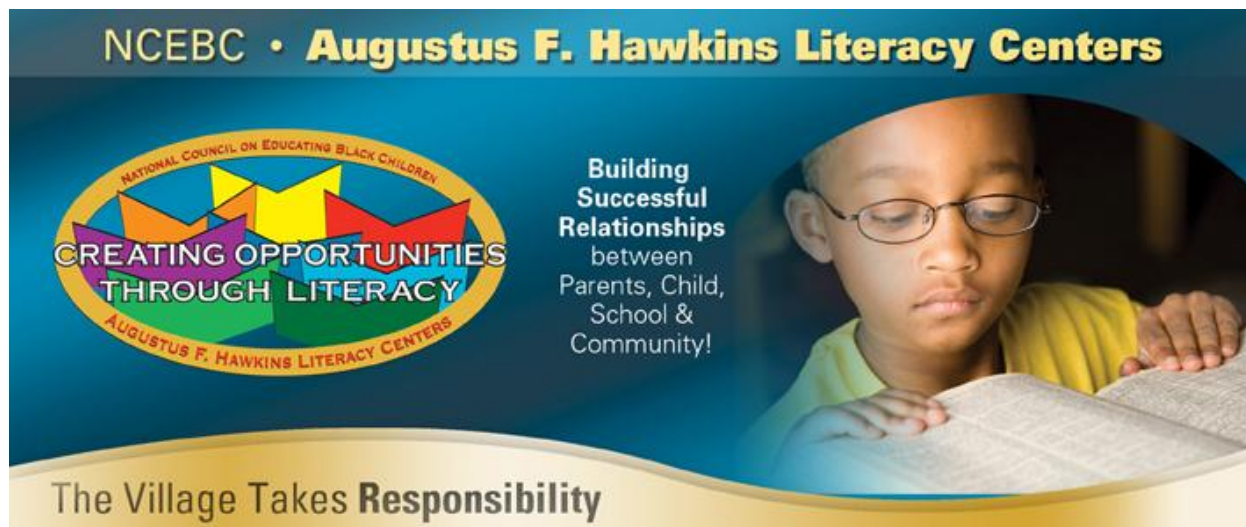
Black Male Action Plan

- Based on the Blueprint for Action, at the NCEBC National Conferences in 2006-2009, delegates from 22 states developed Black Male Action Plans for their states.
- Community Black Male Action Planning is based on the belief that high quality public education is inherently a constitutional right, one that should be guaranteed to all of America’s children. “Educational justice remains the most significant right that has yet to be guaranteed to all African American children and families. Supporting this foundational tenet is also the belief that a high quality public education should more fundamentally be a human rights issue as well. We must continue to challenge the will of public officials, school leaders and educators, the nation, and the community itself to fulfill the moral obligation of ensuring that all children attending school in our public education systems receive a high quality education.”
(National Alliance Black School Educators)
- NCEBC has a step-by step program for developing a Black Male Action Plan, including building advocacy and buy-in, discussed in detail in our NCEBC Core Values “Call to Action” Guide. It shows stakeholders and constituents the basic steps for building a local campaign to increase academic and life outcomes for African American children and youth, particularly males, in local communities, including-but not limited to-high school graduation and post-secondary education or careers.
- NCEBC had a kick-off state-wide conference in September, 2009, with representatives from 20 cities in attendance. U. S. Congressman Bobby Scott (VA) was the Keynote Speaker with U. S. Congressman André Carson (IND), Indiana State Superintendent of Public Instruction, Dr. Tony Bennett, and Indiana State Representative Greg Porter also addressed the over 500 attendees. After 3 follow-up conferences 16 cities are developing their Action Plans to address disproportionality, graduation rates, and other alarming statistics, with many local Task Forces meeting with city and school district officials. NCEBC now also meets monthly with the State Superintendent of Public Instruction (and was instrumental in his appointment of a State Cultural Competency Specialist reporting directly to him, the first such position in Indiana’s history).



Augustus F. Hawkins Literacy Centers

The mission of the Augustus F. Hawkins Literacy Centers is to improve the achievement of African American students, particularly African American boys, and to prepare them to meet life's challenges and be prepared to become tomorrow's leaders.



- NCEBC has developed a culturally relevant, hands-on, literacy curriculum program to accelerate Black children's reading skills to meet or exceed grade level.
- Also included is instruction on math literacy, Science Weekly magazine, a free book monthly for each child to begin building a personal library and a life skills program including drug and violence prevention, conflict resolution, field trips, counseling, as needed, and Rites of Passage.
- The Southern Diocese of the African American Methodist Episcopal Church has entered into a partnership with NCEBC to sponsor these Literacy Centers in their churches and to utilize their volunteers as teaching assistants.

Augustus F. Hawkins Literacy Centers in the United States

There are Augustus F. Hawkins Literacy Centers in a total of 5 states: Kentucky, Georgia, Florida, and California. Kentucky has two centers, one in Louisville and one in Lexington, at Bethune Institute. The Bethune Institute Literacy Center received a \$7,500 grant from the Indiana Pacers Foundation, meets daily, and has 50% of its parents, assisting. The Tampa, Florida, Center is sponsored by the First Baptist Progress Village and has 15 parent volunteers as well as a public school Reading Coach as a Literacy teacher. The Los Angeles Center has just recently opened and is located in a public school. Stone Mountain, Georgia, known as the "birthplace of the Ku Klux Klan" with Georgia schools leading in the 2010 Schott Report on the 10 Lowest Performing States for Black Males; DeKalb County has a 20% gap in graduation rates and in 8th grade reading proficiency between white and Black youth; the Stone Mountain school district has not met AYP in the last 3 years. The Director of the Stone Mountain Center, Dr. Glynne Robinson, has been nominated for the *Toyota Teacher of the Year* award for his



“culturally relevant, thematic approach to reading fluency, comprehension, and literacy in a program that provides a variety of literature-based learning tasks and character building activities rooted in the African-American and Pan African holiday (Kwanzaa) principles that spotlight history, values, family, community, and culture.” Over 2,500 children a week are being served nationwide.

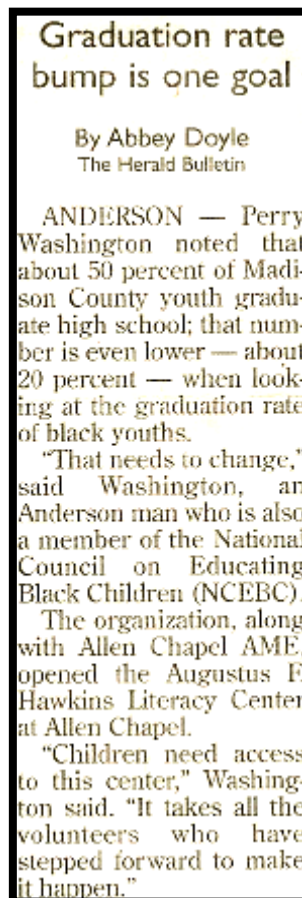
Augustus F. Hawkins Literacy Center in Indiana

In Indiana, there are 16 Augustus F. Hawkins Literacy Centers receiving a variety of local funding. Literacy Centers in Jeffersonville/New Albany have received grants from the Indiana Pacers Foundation and the Community Foundation of Southern Indiana. The Lumina Foundation and the African American Male Equity Project also provided funding for Elkhart, 3 Centers in Indianapolis, Gary, Elkhart, and New Albany/Jeffersonville. The Davis AME Church supports all of the technology at the Gary Center, serving 12th graders and elementary pupils where it also has a “grandma/child” reading center for its senior citizen volunteers to use with younger children. The Allen Chapel AME Center in Anderson serves “food for mind, body, and soul,” as it feeds all of its students every evening also. And, the Columbus Literacy Center has received significant grants from Cummins Engines and other local business as they recognize the need for an educated and qualified workforce for the future.

The Executive Director of NCEBC has met with superintendents, mayors, and local Chambers of Commerce this year, with 3 more Literacy Centers planned to open in South Bend, Terre Haute, and Marion in the following year.

In conjunction with the 6 Literacy Centers in Indianapolis, the State Department of Education had NCEBC provide training sessions on cultural competency at state-wide workshops for the 21st Century Community Learning Centers grant recipients

Indianapolis has 3 Centers funded through the Mayor’s Crime Prevention Grant, and 2 sponsored by churches. Additionally, NCEBC received a 3-year, \$1.3 million grant to set up 6 additional Literacy Centers in a major Indianapolis school district (Metropolitan School District of Lawrence Township) and additional funding from a City Crime Prevention grant, churches, and a Drug Free grant.





It is significant that NCEBC is effecting change for Black children in Indianapolis-- the site of our National Headquarters—not only because of the dismal graduation data (cited previously and including in 2009, America’s Promise Alliance, and Editorial Projects in Education that ranked Indianapolis 50th [out of the 50 largest cities in the U.S.] with 30% or fewer earning their high school diploma), but also because these Literacy Centers can demonstrate the effectiveness of NCEBC’s Literacy Centers in a high-needs urban area and can serve as models for change across the country.

An external Summative Evaluation was conducted in several of the Indianapolis Literacy Centers, showing a Literacy Center annual cost of \$541/student for 8-10 hrs/wk; the study concluded that NCEBC’s Augustus F. Hawkins Literacy Centers are:

“An outstanding program, on the cutting edge of current research linking lack of and poor literacy and reading skills to subsequent violence and incarcerations, especially among African American males.”

The evaluations audit curriculum, student assessments, teaching relevancy and cultural competency, professional development and regulatory compliance. Qualitative and quantitative data obtained from this process are used as formative evaluative tools to improve instructional methodologies, focus on areas needing change or improvement, refine assessment practices, and to improve and enrich the Literacy Centers.

Demonstrating the success of the Literacy Centers, the External Evaluation findings and recommendations are shown below:

Conclusions & Recommendations:

(From “Summative Evaluation of The City Of Indianapolis’ Crime Prevention Grant,”
R & D Educational Consulting, April, 2011)

Positive Findings

- The Over-arching Goal for these Literacy Centers was to ensure targeted students master reading comprehension and active learning strategies, so they can complete their education, and successfully enter post-secondary education or a career field. This Goal was met at the 85% success level for the targeted students, with over 70% improving by 20% or more. One mother actually came in to a Literacy Center to “thank NCEBC” for helping to make a change in her child’s academic success, hugging the staff as she was crying.
- As shown by student and staff responses, field trips and unique opportunities (i.e. visiting a college) were “invaluable” opportunities with extensive “field” learning taking place at those times; service learning activities (service for others) were also identified as being very beneficial (not only for the community or the recipient) to the students, in increasing self-respect and self-image and in behavior.
- Each Literacy Center was found to have a strong link with its respective partners, often with those partners volunteering at the Literacy Center. Research has shown that when

senior citizens, such as church volunteers, work with inner-city youth on a consistent basis, the relationship that develops is a significant factor in changes in behavior, attitude, and—subsequently—academic skill mastery. This is consistent with Indianapolis AIM (Aftercare for Indiana through Mentoring) data showing that after 4 years, for youth who received 1-on-1 mentoring for a full year, the juvenile center/jail recidivism rate went from 62% to 28%.

Stated Grant Objectives:

- Reduce the IPS drop-out rate;
- Increase students’ reading ability
- Decrease referrals to the judicial system, informal and formal probation, and/or incarceration;
- Create a local Community Advisory Council, building partnerships, that will—synergistically--promote the program, collect and assess data, and ensure sustainability
- Reduce the recidivism rate for the targeted youth on probation or parole.



Performance Measurements Demonstrate:

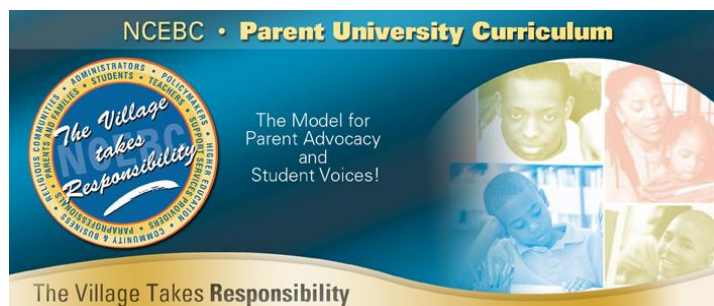
- 70% of the students’ aggregate mean reading ability increased by more than 20%
- Less than 5% of the students had new involvement with the Juvenile Court (but this was based only on self-reporting, due to the Family Privacy Act)
- A Community Advisory Council was created, including many partnering agencies and school districts, and met monthly for the first 6 months and currently meets quarterly.
- Recidivism rate was reduced by more than 20% for the youth on probation
- Cost per student for the year was only \$541/student

Recommendations:

- This is an outstanding program, on the cutting edge of current research linking lack of/poor literacy and reading skills to subsequent violence and incarcerations, especially among African American males.
- Year-to-year progress should be assessed on such critical process-level factors, as rates of regular program attendance, the proportion of students served who qualify for free or reduced lunch, and the extent to which students attend the program for multiple years.
- General trends show improvement in school enrollment and progress toward diplomas, but to ascertain the effect of the over-all program on the IPS dropout rate and/or persistence to a GED or high school diploma, the program needs to be continued for more than one year.
- Site “Report Cards” could be developed to engage the host Literacy Center, teaching staff, other partners, and parents in site-level program decision making, contracted partners’ activities, and other improvements; these Report Cards should also summarize academic and behavioral outcomes.
- Each Literacy Center should have a minimum of one paid teacher to ensure adherence to the grant proposal, staff consistency to build relationships with students, and observance to academic standards and curricular materials.



NCEBC Parent University



- NCEBC’s Parent University gives parents tools for improving their children’s educational achievement, and prepares them to take an activist approach to understand current laws and ensure quality public education for their children and in their communities.
- It strengthens the connection between African American parents and their unique history and culture.
- It provides important information about healthy adult, childhood, and adolescent development in the African American family.

NCEBC *Touching the Spirit* Teaching Workshops



- NCEBC provides Professional Development Workshops on encouraging educational excellence through culturally relevant responsive teaching strategies
- The workshop’s framework is based on two areas of research, developed by Augusta Mann:
 - The culture, history, and language of African American people;
 - Successful teachers of African American students and students of other ethnicities whom our schools are failing to educate to high standards
- The State of Indiana Department of Education is considering a proposal from NCEBC to provide Cultural Competency workshops for all of the recipients of the 21st Century Community Learning Centers after school grants.



Grant Awards Received

NCEBC is both proud and grateful for the mutual belief of its funders in NCEBC's ability to make a difference for young Black children through the programs and proposals funded.

State of Indiana (flow-through Federal funds)
21st Century Community Learning Centers After School Grant
3 years—implemented in MSD of Lawrence Township
\$1,300,000

State of Indiana (flow through Federal funds)
21st Century Community Learning Centers After School Grant Summer School Program
\$95,000

Lumina Foundation Grant
(Part of the IUPUI African American Male Equity Project)--3 years
\$50,000

City of Indianapolis
Crime Prevention Grant
\$39,000

Drug Free Marion County
Drug Prevention Grant
\$18,600

City of Indianapolis
Mayor's CEO for New Schools Grant
\$11,000

St. Paul's Episcopal Church
Outreach Grant
\$7,320

"There is no power for change like a community discovering what it cares about."

-Margaret Wheatley



Community Partners

In Indianapolis, NCEBC is grateful for the many partners that have helped to build the success with which NCEBC programs and services have met. It is through the synergism of all the partners, that our youth will have more doors open, more opportunities available, and more successes. Thank you!

Lumina Foundation/African American Male Equity Project

Metropolitan School District of Lawrence Township (Greater Indianapolis)

Metropolitan School District of Pike Township

Peace Learning Center

Claude McNeal Productions Act Out

Wheeler-Dowe Boys & Girls Club



Oasis of Hope Baptist Church

1st Samuel Baptist Church

Womack Memorial CME Church

St. Paul's Episcopal Church

Brightwood Community Center

Campbell Youth & Family Services

Coalition of 100 Black Women

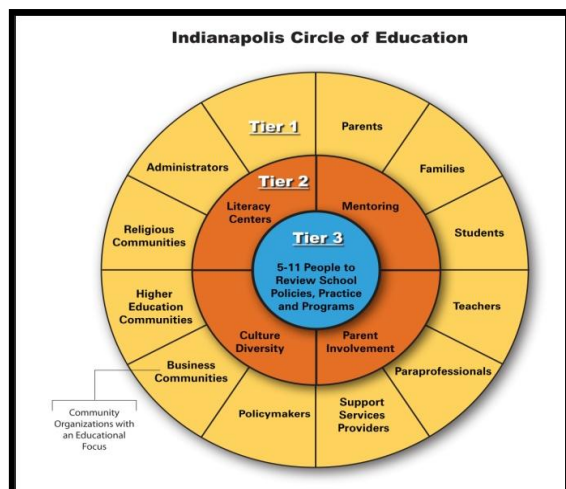
Marion County Superior Court

Greater Indianapolis Chapter NAACP

Alpha Kappa Alpha Sorority & Kappa Alpha Psi Fraternity, Alumni Chapters

Delta Sigma Theta Sorority Alumnae Chapter

Marion County Health & Hospital Corporation



Indianapolis Chapter of Links

Indianapolis Urban League

100 Black Men of Indianapolis

St. Luke's United Methodist Church

Castleton United Methodist Church

University United Methodist Church

Charles A. Tindley Accelerated Academy



National Board Members

Mr. Dwight Bonds, Executive Director,
Association of African American Superintendents

Mrs. Lynson Beaulieu, Author & Consultant, CA

Mrs. Carol Raines Brown, School Board Member,
Inglewood Unified Schools

Dr. Donald Clark; Bureau Director, Pennsylvania
State Department of Education (ret)

Dr. Francena Cummings, University of North
Carolina Greensboro

Dr. Eric Cooper, President, National Urban
Alliance

Mrs. Lola Crawford, Director, Diversity Training,
Montgomery County Schools, MD

Mrs. Deborah Crawford, Teacher, Atlanta, GA

Mrs. Linda Gaskins, Citizen Action Coalition,
Milwaukee

Dr. Al-Tony Gilmore, Professor, George
Washington University

Dr. Linda Darling-Hammond, Professor, Research,
Stanford University

Dr. June Harris, Education Professor, Norfolk
University

Mr. Michael Grice, Portland School Administrator,
(ret)

Dr. Carlton Jenkins, Assistant Superintendent,
Saginaw, MI

Dr. Owen Knox, Assistant Superintendent, Los
Angeles Unified Schools, (ret)

Mr. Gene McCallum, Superintendent, Los Angeles
Unified Schools, (ret)

Aubrey McCutcheon, Jr., Esq, Ypsilanti, MI
Dr. Larry Moore, Los Angeles Unified Schools,
(ret)

Ms. Danielle Montes, State Representative for the
Florida Education Association

Mrs. Natasha Murray; KY State Department of
Education

Mrs. Elizabeth Norwood, Assistant Superintendent,
Inglewood CA Unified Schools, (ret)

Mrs. Minnie Pearce, Parent Advocate, National
Coalition of Title I Parents, Detroit Schools

Dr. Eleanor Renee Rodriguez, Author/Educational
Consultant

Mrs. Billie Sanders, Middle School Teacher, (ret)
Atlanta

Mr. Ayize Salbater, CEO, MOMIESTLC, Inc.,
Washington, DC

Dr. Deborah Sherman, Co-Dir., Urban
Superintendents Program, Harvard University

Dr. Harlene Shipley, Alternative School Principal

Dr. Sheila Simmons, NEA Director, Civil Rights
Division

Dr. John Smith, Former Chief of Staff, U.S.
Congress,

Dr. Ivory A. Toldson, Editor, Journal of Negro
Education, Howard University

Dr. Sheila Truanm, Associate Commissioner, NY
State Department of Education

Dr. Porter Troutman, Professor, School of
Education, University of Las Vegas

Dr. Faustine Jones-Wilson, Emeritus, Prof/Editor,
The Journal of Negro Education, Howard
University

Mr. Michael Wynn, Author/Publisher, Atlanta, GA

Dr. Linda Young; Clark Cty. School Board, Las
Vegas



NCEBC—Indianapolis Office

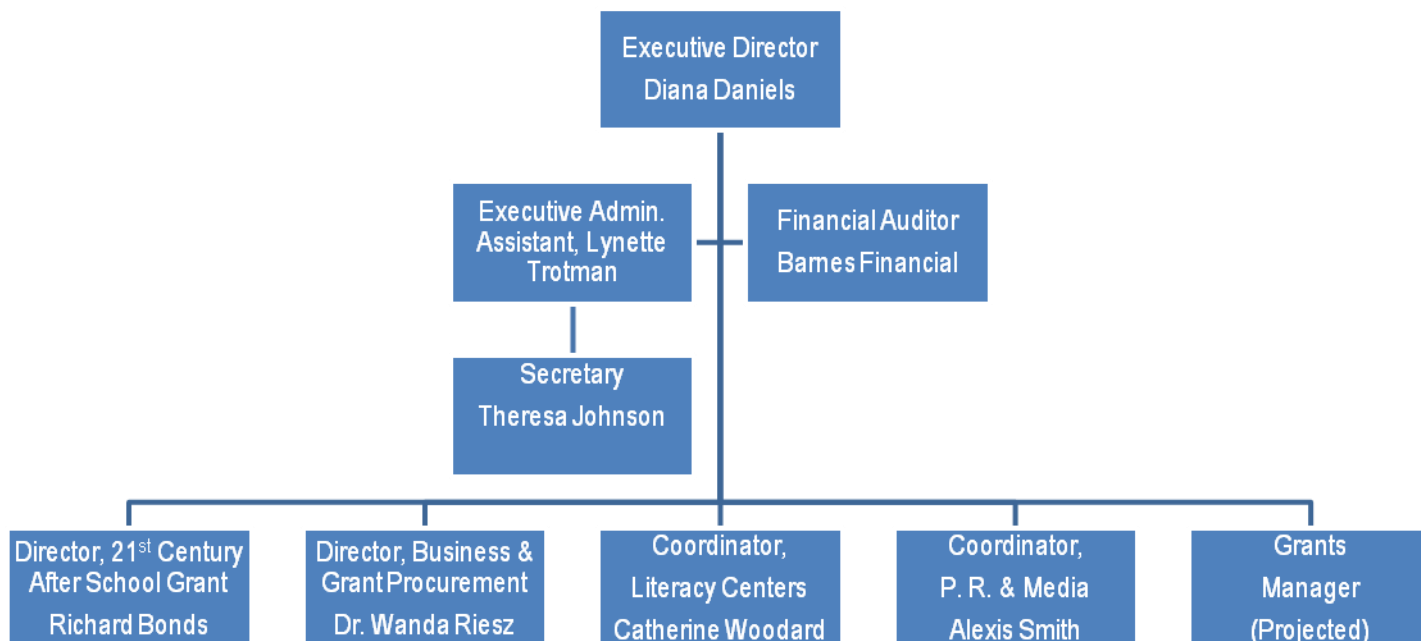


ADVISORY COUNCIL:

MR. STEDMAN GRAHAM—INDIANAPOLIS SPOKESMAN

- Mrs. Diana Daniels, Executive Director, NCEBC
- Mr. Gregory Allen, Indianapolis Public Schools Alternative High School Principal (ret)
- Mr. Richard Bonds, Director, After School Programs, NCEBC
- Mr. Joe Slash, President, Indianapolis Urban League
- Mr. Mark Russell, Director, Education and Family Services, Indianapolis Urban League
- The Honorable David Shaheed, Judge, Marion County Superior Court
- Dr. Wanda Riesz, St. Paul’s Episcopal Church Outreach
- Mr. Mervin Enders, Executive Director, 100 Black Men, Indianapolis
- Dr. Robin Hughes, IUPUI Researcher on African American Male Equity Project
- Ms. Catherine Woodard, Committee of 100 Black Women, Indianapolis
- Mrs. Brittany Black-Salbaza, Hispanic Health Board of Directors (Translator)

Indianapolis office:





NCEBC EXECUTIVE DIRECTOR Diana Daniels, who also previously served as a NCEBC Board President. Mrs. Daniels is a former Indianapolis Public Schools teacher, administrator, reading specialist, and Title I Director. She also has served as a Professor of Reading at Anderson University and has more than 30 year’s expertise. Over these years, she has seen the combined effects from poverty and societal barriers, poor teaching skills, lack of teachers’ cultural competency, and teaching methods ill-fitted with Black students’ learning styles. As an African American herself, she felt compelled to assist her brothers and sisters to find an answer to the failures of the systems. Under her guidance, the services and programs provided by NCEBC have grown exponentially: the Literacy Centers are being recognized nationally and numerous cities want to open new Centers; the National Conference is now recognized as one of the leading conferences for those teaching and working with Black children; NCEBC has received its first monies from grants—local, state, and national; the grassroots, community-based, State and City Calls to Action have been expanded, with several grassroots’ groups working with the local mayors and school district superintendents; NCEBC has worked with Lumina and the Indiana University Purdue University Indianapolis African American Male Equity Project on disproportionality; and NCEBC has received extensive recognition by the State of Indiana’s Department of Education and State Superintendent for Public Instruction.

Mr. Stedman Graham, author and television personality, has become the spokesperson and consultant for the Indianapolis Community Advisory Council, working directly with Mrs. Daniels and city supporters.

DIRECTOR OF BUSINESS AND GRANT PROCUREMENT Dr. Wanda Riesz, a nationally-recognized grants expert, is the Director of Business and Grant Procurement and was previously the Director of the Grants Department for the Indianapolis Public Schools where she also served as the Director of the Alternative Education Department and initiated 63 State-approved alternative schools and programs. Prior to that, she was the Education Policy Analyst for the Democratic Caucus of the Indiana House of Representatives for 10 years. She is a licensed superintendent and has been a high school principal as well as an elementary teacher and professor at the State University of New York-Stony Brook. She also finished an undergraduate degree at the University of Madrid and is fluent in Spanish.

DIRECTOR OF THE 21ST CENTURY AFTER SCHOOL GRANT Richard Bonds is retired from J.P. Morgan Chase Bank where he was the Vice President for Human Resources. He is a national consultant in human resources and management for various banking organizations and brings extensive expertise in organizational management. He is active in numerous Indianapolis organizations, including the Chamber of Commerce, 100 Black Men, Kappa Alpha Psi, and his church.



Accomplishments and Awards

Phi Delta Kappa Excellence in Education

Toyota Nomination Outstanding 2010-11 Teacher of the Year
(Pending, Dr. Glynn E. Robinson, Jr, Augustus F. Hawkins Literacy Center,
Antioch AME Church, Stone Mountain, GA)

Trail Blazer Outstanding Contribution to the Educational Development of African
American Children

Metropolitan School District of Lawrence Township “Above and Beyond”
Community Award Recognition

Save the Children Award

Indiana Association of Black School Educators Award

City of Indianapolis Excellence in Education Award

Achievement in Education, Stacey Toran Foundation



Financial Reporting

DIRECT BENEFIT

NCEBC took no Administrative Costs out of the State 21st Century Grant and many other grants, preferring that all contributions, donations, and funds go directly towards programs and services that directly benefit children.

TRANSPARENCY and ACCOUNTABILITY:

The National Council on Educating Black Children is a registered 501 (c) 3 Not for Profit and operates with rigorous business practices, including strategic planning, budgeting, goals and objectives, and outcome measurements of key indicators. It stands for complete transparency in all accounting and complies with all Federal, State, City, and local financial audits and reporting. External, independent, financial audits and programmatic audits are conducted annually.

The Consolidated Revenues and Expenses Budget for July, 2009-June, 2010, is on the following pages.



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Accrual Basis

National Council on Educating Black Children
Consolidated Revenues & Expenses Budget
July 2009 through June 2010

	Proposed 2011	Actual 2010	Budget 2010
Ordinary Income/Expense			
Income			
2011 Convention			
Convention Advertising	0	0	5,000
Convention Exhibitor Fee	6,000	6,000	12,000
Convention Registration	158,000	195,724	207,250
Convention Sponsors			
Gold Package Sponsor	50,000	24,550	32,000
Silver Package Sponsor		0	8,000
Total Convention Sponsors	50,000	24,550	40,000
Silent Auction	0	0	6,000
Total 2011 Convention	214,000	220,274	270,250
21st Century Grant	283,434	41,566	-
Mayor's Crime Grant	37,000	2,000	-
St Paul Episcopal Church	-	7,320	-
Blue Prints	-	1,666	7,000
Donation - Admin. Expense	25,779	17,261	5,200
Indiana University Grant	42,000	68,632	50,000
Literacy Center Donation	2,000	2,780	15,000
Membership Dues	25,000	1,823	3,500
Board Contribution	0	0	35,000
Organizational Donation	3,000	500.00	3,000
Miscellaneous Revenue	250	231	-
Corporate Sponsorships	0	0	15,000
Total Income	632,213	368,054	403,950
Expense			
Convention Expense			
Conference Materials	0	0	3,500
Convention Planning	2,500	0	3,710
Convention Presenters	5,000	5,000	-
Anti-Defamation & Youth Summit	0	0	1,500
Gifts for Honorees	1,000	0	2,500
Graphic Design	0	4,966	3,500
Hotel - Catering	70,000	70,000	81,607
Hotel - Rooms and Taxes	25,000	30,056	2,105
Music and Entertainment	0	0	-
Program Design & Printing	2,500	2,455	11,807
Silent Auction	0	0	25
Videos	500	500	0
Executive Director	0	40,000	0
Travel	2,000	7,250	0
Bus Transportation	360	269	0
Shipping and Handling	1,000	4,128	0
Public relations	6,000	4,200	0
Souvenirs, Tote Bags, Organizer	5,000	5,171	4,000
Total Convention Expense	120,860	173,995	114,254
Indiana University Grant Expense			



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National Council on Educating Black Children
Consolidated Revenues & Expenses Budget
July 2009 through June 2010

	2011	2010	2010
State Sustainability - Indiana			
Black Male Action Plan	0	0	30,000
Operations			
Accounting, Tax Prep & Legal	3,600	1,965	5,000
Bank Service Fees	700	0	0
American Express	120	113	228
Gobal Pay	700	673	490
Wells Fargo	605	605	138
Paypal Fee	391	391	0
Total Bank Service Fees	2,516	1,783	856
Books, Subscriptions, Reference	200	434	596
Grant Writing	15,000	6,000	5,000
Insurance	1,407	627	1,141
Miscellaneous	200	285	500
Postage, Mailing Service	2,500	4,356	4,500
Printing and Copying	2,500	2,548	4,000
Public Relations	0	2,250	0
Rent	4,500	3,825	4,000
Supplies	4,000	5,341	6,000
Support Services	5,000	0	1,180
Telephone, Telecommunications	4,000	5,127	3,500
Website and Internet	1,000	8,461	4,500
Total Operations	40,307	43,002	40,773
Payroll Expenses			
Executive Director	60,000	1,000	60,000
A Public Relations contract	0	1,000	30,000
Secretary Theresa	0	7,688	0
Program and Grant-Lynette	0	19,185	0
Secretary Erin	0	1,634	0
Total Payroll Expenses	60,000	30,507	90,000
Travel & Meetings - NCEBC			
Air Travel	2,000	2,599	5,000
Dining & Food	1,000	1,703	2,000
lodging	2,000	2,797	2,208
Travel	900	901	1,500
Total NCEBC Travel & Meeting	5,900	8,000	10,708
Board Meeting - Officers			
Board Development	0	0	6,000
Air Travel	1,000	3,011	3,398
Dinning & Food	1,000	2,230	2,177
Lodging	0	3,995	1,231
Total Board Meeting - Officers	2,000	9,236	12,806
Total Travel & Meetings	7,900	17,236	23,513
St. Paul Episcopal Grant			
Books and Supplies	55	165	0
Staffing	3,000	0	0



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National Council on Educating Black Children
Consolidated Revenues & Expenses Budget
July 2009 through June 2010

	2011	2010	2010
NCEBC Literacy	1,500	0	0
Volunteers	300	0	0
Instructional Assistant	500	0	0
Contractual/Youth Services	1,800	0	0
Total Episcopal Grant	7,155	165	0
Mayor Crime Grant			
Salaries	5,300		
Support Staff	-	2,000	
Transportation/Travel	1,000		
Supplies	4,000		
Printing	500		
Contracted Services	23,700		
Public relations	2,500	0	0
Total Mayor Grant	37,000	2,000	0
21st Century Grant			
Personnel	37,417	2,583	0
Fringe Benefits	0	0	0
Travel/Transportation	9,000		
Supplies & Materials	13,725	13,775	0
Equipment	35,000	0	0
Contractual Services	161,667	3,333	0
Professional Development	48,500		
Total 21st Century Grant Expenses	305,309	19,691	0
Total Expense	631,531	364,374	305,624
Net Ordinary Income	682	3,680	98,326
Net Income	682	3,680	98,326



Closing Statement

To Our Readers--

We appreciate your interest in NCEBC and the children it serves. We would like to invite you to become a Member of NCEBC, if you are not already. Our membership structure is shown below, or you can visit us at: www.ncebc.org.

Also, we would like to invite you to visit one of our Augustus F. Hawkins Literacy Centers or to volunteer, or partner with NCEBC. If you are interested in starting one of the Literacy Centers of Blue Print for Action in your city or state, please contact us at: NCEBC@sbcglobal.net or call us at (317) 283-9081

“Our children are caught in the perfect storm. Many of them are caught by elements beyond their control: 1000’s of Black men are in the prison system, the consequences of this storm, and yearly, 1000’s of Black male youth who are suspended, expelled, pushed out, or dropping out of public & charter schools are on the shores waiting for the tsunami.” (Dr. Asa Hilliard)



If you believe we can and must correct this condition, please join NCEBC.

Membership

Youth & General
Under 18--\$15/yr
General--\$100

Schools/Universities, NFPs
Schools/Universities
Not-for-Profits--\$500

Corporate
Bronze--\$1,000
Silver -- \$2,500
Gold -- \$5,000

For Specific Benefits & Ways to Pay:

Click <http://ncebc.org>

Mail to 3737 N Meridian St.

Indianapolis, IN 46208



Publications

- **The Blueprint for Action**
- **NCEBC Core Values “Call To Action” Guide**
- **Augustus F. Hawkins literacy Centers**
- **“Touching the Spirit”**
- **Parent University Curriculum (in process)**

VIDEOS:

- **Gus Hawkins Tribute**
- **Black Males, Part I**
- **Black Males, Part II**
- **Black Males, Part III**

For any orders,
Please contact NCEBC directly at NCEBC@sbcglobal.net or visit the web page at www.ncebc.org.