



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

September 28, 1994

Dear Committee Chair/Commissioner:

Enclosed you will find copies of the research that was conducted by friends of the Iowa Commission on the Status of African Americans.

The categories included in the research are:

Pre-School (Head Start)
Kindergarten - 5th grade
Middle School
High School
Drop Outs
Parenting

Higher Education
Law Enforcement
Penal Institutions
Polk County Attorney
Citizens' Aide Ombudsman

We have packaged this material in booklet form and it will be made available to organizations and individuals in the areas in which research was conducted.

Sincerely,

Maude Esther White
Chair, Educational and Cultural Committee

RECEIVED

OCT 5 1994

CITIZENS' AIDE/OMBUDSMAN



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Pre-School (Head Start) Committee

Myra Fain, Committee Chair

PRESCHOOL COMMITTEE

Page 1

PROBLEM AREAS	SOLUTIONS	METHODOLOGY
1. Teachers are fearful of working in schools with large numbers of African American students.	Revise the pre-service teacher education program which will prepare all teachers regardless of race to teach racially and culturally diverse classrooms.	Expose teachers to the concerns that exist between and among students; that learning distinctions are prevalent; and that all children, regardless of diverse backgrounds, can learn and succeed.
2. Teachers are not prepared to understand the style of thinking and behaving that African American children bring to the classroom.	The teaching force should be both racially and culturally diverse. Atmosphere and curricula should be developed that addresses diversity and encourages collaboration between teachers, staff and students.	All teachers, regardless of their own background, must realize the important role that they can play in shaping culturally different students' career aspirations, their academic and personal expectations and their life chances.
3. The Department of Human Services, the Department of Education and the local school districts should increase the availability of Early Childhood Programs sensitive to the culture of African American families.	Collaborate with parents and various agencies to provide a unified, stream-lined continuum of services to students and their families.	Develop and implement a Birth-3-year-old In-Home parent skill building program.



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

K-5 Committee

Bobbretta Brewton, Co-Chair
Sandra Bell, Co-Chair

K-5 COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. Schools are faced with passive parental expectations, a lack of parental commitment and a need for school/parent contracts.</p>	<p>Share school governance with teachers and parents.</p>	<p>Administrators and faculty must encourage greater African American parental involvement; incentives should be offered and participation such as: a) visiting child's school, b) hold African American parent community forums, c) allow parents to articulate the expectations of the school as they pertain to their children. Expose teachers to the concerns that exist between and among students; that learning distinctions are prevalent; and that all children, regardless of diverse backgrounds, can learn and succeed.</p>
<p>2. The schools have failed to address ineffective teaching. There is a lack of enforcement of policies which address teacher performance evaluation procedures.</p>	<p>Administrators should ensure accountability on the part of teachers as it pertains to students' achievement; and high performing teachers should be rewarded periodically and their success should be shared with others.</p>	<p>The school district should require signed parent/school contracts at the kindergarten registration. These should be reviewed and updated with signatures at the opening of each school year. The agreement should outline parent/school responsibilities and expectations and the school and parent should be equally accountable for the achievement of students. Parents, principals and teachers should sign that they are 100% behind this procedure. Any violation of the contract should impel the transfer of the student, or the school should be called into question.</p>
<p>3. The Iowa Department of Human Services has failed to assume some of the responsibility for the low achievement of African American students.</p>	<p>Push IDHS to be more accountable for student achievement.</p>	<p>a. Require DHS to provide telephones for dependent families who have school-age children. b. Penalize parents who do not attend school conferences and are not involved in the schools. c. Increase the number of African American social workers, counselors and other administrative staff.</p>
<p>4. There is a lack of African American Mentors for grades K-5</p>	<p>Increase the number of trained adults in the classroom to release teachers from clerical tasks and provide instructional support.</p>	<p>DHS and local school districts should use the welfare to work program as a means for increasing the number of African American mentors in schools for reducing the adult-student ratios in primary classrooms.</p>

K-5 COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
5. There is a need to strengthen parental relationships with school staff.	Make parents a part of the solution so that they come to experience acceptance.	Offer parenting information meetings in places where parents are, such as: churches, libraries, community halls, etc.
6. There is low visibility of school issues in the community.	Take the school to the community.	<p>Central office administrators, building administrators and classroom teachers should encourage collaboration between public schools and the private sector.</p> <p>Provide presentations to community groups such as, public forums, etc.</p> <p>Exhibits of students' work in neighborhood agencies and businesses.</p>
<p>7. Racial insensitivity of staff towards African American students;</p> <p style="text-align: center;">AND</p> <p>Staff misunderstanding of African American student behavior.</p>	The Department of Education and the local school district should contract with African American consultants to provide staff development for education professionals to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity.	<p>Provide cultural sensitivity training and share national perspectives.</p> <p>Assess strengths of African American lifestyles to demonstrate each can be used to promote African American student achievement in schools.</p>
8. There is a low number of African American teachers and administrators.	<p>The state legislature, Department of Education and local school district should institute and support funding for more COP and Minorities in Teaching Programs.</p> <p>Require the recruitment and retention of a culturally diverse workforce that is reflective of its society.</p>	<p>Budgets should include adequate and appropriate funding.</p> <p>Provide mentors, scholarships, release time for student teaching and internships, and guarantee job upon graduation.</p>
9. There is a lack of African American mentors in schools.	DHS and the local school district should provide the Welfare to Work Program to more African Americans for paraprofessional and volunteer positions in the schools.	Provide appropriate staff development which is designed to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity.
10. There are a disproportionate number of African American students in remedial and special education classes.	The Department of Education and the local school district should establish year-round schools which emphasize basic skills and which offer comprehensive family services.	<p>Examine the student calendar in terms of the total number of hours in a school day and year and assess the value of summer, week-ends, and after school attendance.</p> <p>Offer K-5 "Jump Start" summer programs which retain student skills and prepare them for the next grade level.</p> <p>Model the successes of Head Start across the K-5 program.</p>

K-5 COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>11. There is low staff expectation of African American students.</p>	<p>Central office and building administrators should select staff who have a demonstrated track record and sincere commitment to African American student achievements to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity.</p>	<p>Provide staff development for education professionals to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity.</p> <p>Encourage ineffective and insensitive staff to transfer out.</p> <p>Expect staff to teach and children to learn.</p> <p>Evaluate teachers' cultural sensitivity.</p>
<p>12. The failure to teach basic academic and study skills;</p> <p style="text-align: center;">AND</p> <p>There is insufficient training of teachers in technology and in individualized training.</p>	<p>Local districts, curriculum supervisors and classroom teachers should focus on basic skills instruction, incorporating technology for drill and practice, as well as the development of personalized learning and information technology.</p> <p>The local school district should provide adequate time and training for teachers and administrators.</p>	<p>Develop a strong general curriculum framework based on high academic expectations and attainable outcomes.</p> <p>Provide appropriate training for teachers in the areas of personalized learning and information technology.</p> <p>Encourage innovative usage of time to develop new skills.</p>
<p>13. There is a need for comprehensive early intervention programs.</p>	<p>DHS, the Department of Education and local school districts should increase the availability of Early Childhood Programs sensitive to the culture of African American families.</p> <p>Collaborate with parents and various agencies to provide a unified, streamlined continuum of services to students and their families.</p>	<p>Develop and implement a training program for teachers of drug-exposed and fetal alcohol syndrome children.</p>
<p>14. There is a parental inability to assist students with academic needs.</p>	<p>DHS and the local school district should develop a plan to encourage greater involvement of parents in the teaching and learning process.</p>	<p>Establish parental partnership and learning centers whereby parents are trained to assist students with homework and are provided the opportunity to sharpen their own skills at the same time.</p> <p>Provide:</p> <ul style="list-style-type: none"> a) Parent academies similar to Head Start parent literacy program. b) Hire and train parents to work and eventually operate the center. c) Take advantage of Welfare to Work Program to provide staff to set up and work in the learning centers.



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Middle School Committee

Kittie Weston-Knauer, Chair

MIDDLE SCHOOL COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. The curriculum does not meet the needs of the African American learner;</p> <p style="text-align: center;">AND</p> <p>Enrollment of African-American Learners in math, science and honor courses is too low.</p>	<p>The curriculum must be contextually specific, developmentally appropriate and culturally authentic.</p> <p>Experiences must be provided for students applicable to the work place and in the fine arts, math, science and honor courses as well as through cultural enrichment.</p>	<p>A district curriculum committee will develop a strong general curriculum framework and programs based on high academic expectations and attainable outcomes.</p> <p>They must emphasize appreciation for cultural diversity and guarantee equal opportunity and access to courses which increase the enrollment of African American learners in math, science and honors courses.</p>
<p>2. Testing and evaluation tools are discriminatory;</p> <p style="text-align: center;">AND</p> <p>African-American learners are socially promoted to the next grade even though they have failed.</p>	<p>Test and procedures for evaluation must be developed that are contextually relevant to the African American learner.</p>	<p>Building administrators will give teachers the time and provide training via staff development to evaluate students in an equitable, timely and professional manner.</p> <p>Curriculum committees will create evaluation tools utilizing measurement systems and instruments that provide accurate, objective and timely information, recognizing the differences between the assessment of student achievement.</p>
<p>3. Many African American learners tend to establish unfulfilling goals because they are not encouraged to achieve or graduate and do not develop long term goals to include continuing education into and beyond high school.</p>	<p>The curriculum must be sequential and varied to meet the needs of the African American learner.</p>	<p>a. Stakeholders will develop a plan to encourage greater involvement of parents in the teaching and learning process.</p> <p>b. Building administrators and teachers will redesign instructional time to include a wider variety of teaching strategies.</p> <p>c. A district curriculum committee will develop a strong general curriculum framework based on high academic expectations and attainable outcomes.</p>
<p>4. Expectations for African American learners for performance and behavior are set too low due to stereotyping.</p>	<p>African American learners require structure as well as investigative learning approaches.</p>	<p>a. Teachers will redesign instructional time to include a wider variety of teaching strategies.</p> <p>b. A district curriculum committee will develop a strong general curriculum framework based on high academic expectations and attainable outcomes.</p>

MIDDLE SCHOOL COMMITTEE

Issue #1: Continued

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PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>5. African American learners appear to selectively avoid the school environment as it regards positive teacher/student interaction.</p>	<p>Teachers must provide learning activities from bell to bell.</p> <p>All class time must be contextually structured.</p>	<p>a. Teachers will redesign instructional time to include a wider variety of teaching strategies.</p> <p>b. Building administrators will remove intrusions on instructional time.</p> <p>c. A district committee will examine the student calendar in terms of the total number of hours in a school day and year, and assess the values of summer, weekends and after school attendance.</p>
<p>6. Extra-curricular activities do not address cultural diversity nor individual diversity.</p>	<p>Activities must reflect diverse cultures and interests.</p>	<p>Building administrators and teachers will develop after school programs, clubs and activities that address diverse cultures and interests.</p>
<p>7. African American learners do not exhibit school spirit due to lack of a sense of community within the schools.</p>	<p>Stakeholders must build magnet centers for learning in the inner-city.</p>	<p>a. Stakeholders will affirm the state's responsibility to provide all residents with equal opportunities to a quality education.</p> <p>b. Stakeholders will promote programs which emphasize appreciation for cultural diversity and guarantee equal opportunity and access.</p>

MIDDLE SCHOOL COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>African American learners are not having success in school due to:</p> <p>1. Disruptive learning environments which exist as a result of classroom mismanagement and student misbehavior.</p>	<p>Behavior intervention must be instituted at each level of education.</p>	<p>a. Staff development will provide education to increase knowledge and awareness for the implementation of curricula that reflects cultural diversity.</p> <p>b. A district curriculum committee will develop a strong general curriculum framework based on high academic expectations and attainable outcomes.</p>
<p>2. Students' perception of the discipline system as being unfair to them.</p>	<p>Punitive and disciplinary systems must not concentrate on special groups, but rather address behavior.</p>	<p>Staff development will provide education to increase knowledge and awareness for the implementation of curricula that reflects cultural diversity.</p>
<p>3. Students feeling that teachers are unsympathetic to their problems.</p>	<p>Staff must participate in sensitivity training.</p> <p>Conflict management must be a part of every school's curriculum to include strategies for exhibiting respect and understanding.</p>	<p>Building committees will develop programs which emphasize appreciation for cultural diversity and guarantee equal opportunity and access.</p> <p>Staff development will provide education to increase knowledge and awareness for the implementation of curricula that reflects cultural diversity.</p>

MIDDLE SCHOOL COMMITTEE

Issue #2: CONTINUED

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PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>African American learners are not having success in school due to:</p> <p>4. Exhibiting negative peer pressure which keeps students from performing and/or succeeding.</p> <p>Being pushed out of school.</p>	<p>Special counseling, student training such as conflict management, team/trust building and co-curricula and extra curricula activities must be incorporated to reduce the failure of African American learners.</p>	<p>a. Building committees will develop programs which emphasize appreciation for cultural diversity and guarantee equal opportunity and access.</p> <p>b. The legislature will provide funds to support transformation activities in the schools.</p> <p>c. Building administrators will use Phase III monies for pilot projects and school transformation activities.</p> <p>d. Central and building administrators will seek additional funding through direct solicitation of public and private grants.</p>
<p>5. Truancy.</p>	<p>African American learners must be provided intervention.</p>	<p>Stakeholders will assist children and their families to obtain the proper array of services in collaboration with trained professionals who are able to identify the educational and developmental needs of children.</p>
<p>6. Low behavior expectations of themselves.</p> <p>Exhibiting low self esteem; a feeling of not being able to perform.</p> <p>Exhibiting a lack of motivation.</p>	<p>Schools must create peer tutoring programs.</p> <p>Schools must create value clarification courses.</p> <p>Community tutors must be available daily.</p> <p>Schools must create peer counseling programs.</p>	<p>Stakeholders will affirm the state's responsibility to provide all residents with equal opportunities to a quality education.</p> <p>Stakeholders will assist children and their families to obtain the proper array of services in collaboration with trained professionals who are able to identify the educational and developmental needs of children.</p>

MIDDLE SCHOOL COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. There are insufficient numbers of African American teachers and administrators.</p>	<p>Qualified African American educators must be employed.</p>	<p>Central administrators must recruit and retain a culturally diverse workforce that is reflective of its society.</p>
<p>2. Conflicts exist between student learning styles and staffing patterns.</p> <p>There are biases in teacher/student interactions.</p>	<p>Diversity training/sensitivity training for teachers, ongoing multi-cultural activities, GESA training and support groups must be implemented.</p>	<p>a. Staff development will provide education to increase knowledge and awareness for the implementation of curricula that reflects cultural diversity.</p> <p>b. Building administrators will seek additional funding through direct solicitation of public and private grants.</p> <p>c. Central and building administrators will seek additional funding through direct solicitation of public and private grants.</p> <p>d. Central administrators will provide a continuum of learning opportunities for teachers.</p>
<p>3. Teachers lack an understanding of African American learning styles.</p> <p>Teachers lack understanding of student needs and interests.</p>	<p>Actual field experience must be provided for staff in schools and communities with high concentrations of African American learners.</p>	<p>a. Central administrators, working in conjunction with the board of education and teachers' union will extend teacher contract days for training and planning outside of instructional time.</p> <p>b. Building administrators will use Phase III monies for pilot projects and school transformation activities.</p> <p>c. Central administrators will provide a continuum of learning opportunities for teachers.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

High School Committee

LaMetta Wynn, Chair

HIGH SCHOOL COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. Students experience low self esteem, unstable home life and poor role models both in the home and in the community.</p>	<p>Provide opportunities whereby students can experience some success.</p>	<p>Seek out students who demonstrate a potential in a specific field(s) and provide opportunities for these skills to be fully developed.</p> <p>Ensure that there are activities at school which will attract students interests and are conducive to negating the unstable home environment.</p> <p>Access mentoring programs within the community and find ways to involve students who lack role models.</p>
<p>2. Peer pressure is constant and has a pernicious affect on the life-styles of many high school students.</p>	<p>Schools should become involved in the home and social environments of students.</p>	<p>Develop and implement more programs such as "Quest."</p> <p>Provide more school counselors.</p>
<p>3. There is a lack of safety within the school and enroute to school.</p>	<p>The schools, parents and community must work together with both the state and local levels of law enforcement.</p>	<p>Funding should be provided for the Des Moines Police Department Foot Patrols.</p> <p>Qualified personnel should be assigned the responsibility for safety within each school (hall monitors, etc.).</p>
<p>4. Lack of attendance by students leads to an increase in the potential for and the actual dropout rates.</p>	<p>Schools, parents and the community should work together with state and local law enforcement.</p>	<p>Ensure that there are opportunities for mentoring and positive peer group relationships.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Drop Outs Committee

Dr. Raymond Armstrong, Co-Chair
Vincent Lewis, Co-Chair
Billy Jean Stone, Co-Chair

DROP OUT COMMITTEE

DEFINITION: Drop Outs are persons 16 - 24 years old who are not enrolled in school and are not high school graduates.

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PROBLEM AREAS	SOLUTIONS	METHODOLOGY
<p>1. Urban schools report a significant dropout rate for African American students.</p> <p>While the withdrawal rate for Des Moines Public Schools' comprehensive high schools in 1992-1993 was 4.0%, the African American students' dropout rate was 14.8% of the total withdrawals.</p>	<p>School districts must develop and implement an effective dropout prevention program which will include:</p> <ul style="list-style-type: none"> a. remedial instruction b. social services c. family involvement d. counseling outreach e. mentoring f. alternative educational opportunities 	<p>School officials, particularly teachers, must learn how to become aware of potential dropouts. Observation should include:</p> <ul style="list-style-type: none"> a. frequent absenteeism b. truancy c. low academic performance d. recurring discipline problems e. changes in behavior patterns. <p>The total staff must reflect an attitude of caring.</p> <p>School and families must develop methods for working together.</p> <p>The business community and other agencies must become involved in the educational process.</p>
<p>2. The consequences of students' dropping out of school is costly for both the student and society:</p> <ul style="list-style-type: none"> a. Generally dropouts become tax users rather than tax payers. b. Opportunities for dropouts are dismal: <ul style="list-style-type: none"> 1) Most of the jobs available will be as janitors, entry level clerks, fast food workers (kitchen, etc.), hotel maids. 2) Earnings are generally at the minimum wage level; therefore, dropouts are attracted to crime and gang activities. 3) Lack of educational credentials and significant work experience preclude upward mobility. 4) Eighty-two percent of American prisoners are high school dropouts. 	<p>The school climate should promote humanistic relationships.</p> <p>Ensure early identification and provide remediation for academic failures.</p> <p>There should be strict enforcement of attendance and truancy policies.</p> <p>Expand special services and increase the number of school social workers.</p> <p>Develop creative instructional strategies that use technology and ensure entry into such opportunities regardless of grades, race or gender.</p>	<p>Increase funding for dropout recovery and prevention programs.</p> <p>Problem must be addressed in the schools, state and federal legislatures and other institutions.</p>

DROPOUTS COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>3. There is often an inadequate and/or misunderstandings of the contributions which have been made to our society by women, cultural and ethnic-minority groups.</p>	<p>Teachers and administrators must recognize the need for a wide range of opportunities which enable students to become aware of and appreciate diversity:</p> <ul style="list-style-type: none"> a. differences in skills and abilities; b. differences in cultures, race and gender; c. the importance of geography, economic opportunities and accidents of birth which play a role in students' performance and lifestyles. 	<p>Ensure that the contributions which have been made by females, ethnic-minorities, persons from other cultures and persons with disabilities are included in the various curricula on a comprehensive (not a one-time or seasonal) basis.</p> <p>Curricula must be designed to include positive factors which will lead to respect for, appreciation of and the development of all students' potential.</p> <p>Recognize and encourage the development of the genius that is common in the masses of children.</p>
<p>4. Students as well as school officials must share in the responsibilities for achieving students' success.</p>	<p>Develop a partnership (to include a comradeship) between school teachers and parents, school teachers and students, and school administrators, parents and students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> a. Set goals for students' which are success oriented. b. Review test results with each student to ensure their understanding of why they received a grade. Test results should provide a learning experience. c. Ensure that a significant percentage of the instruction is skill-based. <p>Students:</p> <ul style="list-style-type: none"> a. Participate in the goal-setting process. b. Work quietly and systematically toward goals. c. Never give up; seek help (tutoring) when needed. d. Understand that learning at each grade level is similar to building blocks - that learning is an ongoing and continuous process. e. Organize time efficiently - designate time period for recreation and pleasure. f. Develop good work habits which include organization, neatness and accuracy. g. Spend more time doing homework, and less time watching television. h. Visit the public (and other) libraries.

DROPOUTS COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>4. (CONTINUED)</p>	<p>Curricula should provide opportunities for debating issues.</p>	<ul style="list-style-type: none"> i. Remember the importance of appearance and manners. j. Assume responsibility for own behavior. k. Don't shy away from peers who tend to be headed in a non-constructive lifestyle; learn how to mentor. l. Get to know teachers, administrators, counselors and classmates. m. Attend classes regularly. n. Strive for excellence in everything. o. Be responsible to parents and at home at a respectable hour; don't hang out on street corners; avoid gangs and other students who are involved in gang activity. p. Include "please" and "thank you" in your vocabulary. q. Find an extra curricular activity in which you can participate successfully; make this your <u>own</u> choice. r. Always be prepared for classes. s. Fall in love with learning - enlarge your vocabulary, read books, magazines and periodicals. t. Learn the importance of being discriminating in your understanding of literature, news articles, TV and other media presentations, i.e., always look at both sides of the issues before making a decision or taking a stand or taking sides.



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Parenting Committee

Mary Lynn, Co-Chair
Jaquie Easley, Co-Chair

PARENTING COMMITTEE

PROBLEM AREAS	SOLUTIONS	METHODOLOGY
<p>1. Many parents, particularly those from the lower income status groups, do not fully understand just what is involved in being a parent.</p>	<p>During pregnancy, the mother should be required by the DHS social worker, if the mother is a recipient of an entitlement program, to attend prenatal classes. Attempts should be made to include other mothers, if possible.</p> <p>At the time of birth, the attending physician and the DHS worker should counsel the mother regarding her and her spouse's role in caring properly for the child. Both the physical and psychological effects of proper care should be included in the counseling. That is, the long range effects of "proper nurturing" during the early ages from birth to at least 3 years old and beyond.</p>	<p>Pregnant mothers generally apply for an increase in their subsidies prior to the birth of their child. The DHS worker assigned the case should provide pertinent information pertaining to the role of the expectant mother (and her spouse) and her responsibilities for ensuring the birth of a healthy, drug-free child.</p> <p>The parenting classes should include courses that will meet the physical requirements of the child as well as the psychological needs. For example, presentation of the 3A Concept should be mandatory:</p> <p>A = Acceptance by significant others (mother, father, etc). A = Acceptance of the self (by the child). A = Acceptance of others.</p>
<p>2. Parents do not realize the importance of their role in their child's education.</p>	<p>Provide information which will enable parents to fully understand that education begins prior to birth and is continuous through pre-school, headstart, K-12, etc.</p>	<p>Provide parenting classes during school day for pregnant students. Attendance should be mandatory and the 3A Concept should be incorporated into the curriculum.</p> <p>If the New Horizons/Success program applies for CDBG funds, the sites recruited by them for parenting classes should be utilized.</p>

PARENTING COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>3. Parents often feel threatened, and perceive that they are treated unfairly and are skeptical of school personnel.</p> <p>Some feel school staff talk down to them; some feel the cultural mismatch; some feel their children will receive the same negative treatment they experienced; and some feel they can sense the subtle racism or racist attitudes that are hard to prove, but are often present.</p>	<p>Improve communication between the school and the home. Provide opportunities where positive and negative past experiences that African American parents bring to school can be vented.</p>	<p>Provide sensitivity training pertaining to perception so that the African American's beliefs that they are being talked down to and that both subtle and overt racism has been experienced can be eliminated.</p>
<p>4. The educational background of many parents impacts ability to assist their children with school work.</p>	<p>Provide school opportunities for adults who are parents, and opportunities for parents to observe the grade level requirements and learn how they can develop the skills needed to assist their children.</p>	<p>Ensure that there are ethnic minority counselors on staff and require them to provide one on one relationships with parents.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Higher Education Committee

Mary Chapman, Co-Chair
Wanda Everage, Co-Chair

Higher Education Committee

PROBLEM AREAS	SOLUTIONS	METHODOLOGY
<p>There is a lack of:</p> <ul style="list-style-type: none"> • Financial resources • Preparation (motivation, academic information) • Useful information • Faculty/staff to whom African-American students can identify • Supportive campus climate • Role models/mentors • Culture specific activities (sensitivity) • Sensitivity of curriculum (culture specific) • Vested institutional/personal racism in policies and procedures • Devaluation of research on African-Americans. 	<ul style="list-style-type: none"> • Increase and diversify how funds are distributed to students (e.g., IMAGES Program with or without financial need, standardized distribution policy for Pell (Iowa Colleges/Universities). • Establish community based education programs and sites. • Mandated diversity training for all faculty and staff. This training can be identified as a stand alone professional development or included in the recertification process and/or a part of the school district's in-service training and/or integrated in the University's School of Education foundation course(s). • Hire more African-American faculty and staff in positions of leadership and authority. Consider a "Developmental Corps" similar to Teacher Corps or Career Opportunity Program (COP) - "Grow your own." 	<ul style="list-style-type: none"> • Collect information (i.e., student feedback and faculty perception). • Lobby <u>Department of Education</u> and <u>Board of Regents</u> and <u>politicians</u> regarding the IMAGES Program, mandated diversity training and re-emphasis on affirmative action. • Utilize Iowa Communications Network (ICN) as a method for informing. • Plan a statewide conference in 1995 focusing on "African-Americans In Higher Education." • Provide state funding for innovative programs at the post-secondary level (similar to K-12). • Establish Developmental Corps (Grown Your Own) similar to Teacher Corps Project. • Establish African-American Network system which meets at least once a year (statewide); twice a year (regionally). • Encourage community organizations/agencies to partnership as an accountability monitor.



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Law Enforcement Committee

William Moulder, Co-Chair
William McCarthy, Co-Chair
Dale Patch, Co-Chair

LAW ENFORCEMENT COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. There is a need to establish a safe night walk-in center in the Model Cities area for African American school drop-outs to attend classes to obtain their GED.</p>	<p>Establish a program at North Alternative High School staffed by North Alternative High, DMACC and the Des Moines Police Department.</p> <p>This would be a pilot program which, if successful, could be expanded to a full-time walk-in center providing a variety of programs and services if necessary funding could be secured.</p>	<p>DMACC will be consulted to determine the amount of overflow in their current GED program which would provide a number of potential participants for the new program. Also, DMACC will be re-requested to provide staff for the program. Hours of operation will be 6 p.m. to 9 p.m. Monday through Friday during the school year, and the school district will provide additional outside lighting at North Alternative High School for safety reasons.</p> <p>The Des Moines Police Department will be requested to provide an Officer to be present at North Alternative High School during the hours of operation. This component will require funding from an alternate source. The Officer will be present for security reasons and to establish a personal rapport with the students and staff.</p> <p>In addition to GED curriculum, presentations will be made on the role of the Police, County Attorney and the Courts in our Criminal Justice System.</p> <p>Business Executives will provide information on jobs available in the community and qualifications necessary to be hired for the jobs.</p>
<p>2. There is a need to establish a grass roots Police unit to focus on promoting trust and understanding between the Police and African American school drop-outs.</p>	<p>Re-establish the popular Des Moines Police Foot Patrol program.</p>	<p>Funding is a critical issue with this program. There would have to be outside funding provided.</p> <p>The program should direct its focus on personal contacts with community members including school drop-outs. Officers assigned to the program will possess information on community resources available to help get the school drop-outs back in school.</p> <p>The Officers assigned would also perform normal Police duties as required to promote a feeling of safety in the community.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Penal Institutions Committee

Ray Cornell, Co-Chair
Clarence Keys, Co-Chair

PENAL INSTITUTIONS COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. Those incarcerated in Iowa's prisons are routinely released into the community with little or no improvement in their education.</p>	<p>The standard of education must be improved for those in the prisons and under supervision in the community.</p>	<p>The legislature should mandate that no person, except for special circumstances, should be granted parole without a General Equivalency Diploma (GED) or high school diploma.</p> <p>The Department of Corrections (DOC) should be mandated to aggressively seek out qualified tutors, either paid or community volunteers, to assist those who are seeking those degrees.</p> <p>Those under community supervision (probation or parole) in the community should also be required to obtain either a regular diploma or GED before being released from supervision.</p> <p>All persons entering either a correctional facility or community corrections structure should have a full review of their educational status in order to determine their needs and make a program plan for upgrading their abilities.</p> <p>Those persons going through the correctional system who show an ability to achieve a college education should be encouraged to do so. Both public and private colleges should be contacted by the DOC and encouraged to recruit students from the criminal justice system.</p> <p>The Department of Corrections should be encouraged to become involved with increasing the quality of education available to inmates.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Polk County Attorney Committee

John Sarcone, Committee Co-Chair
Fred Gaye, Committee Co-Chair

POLK COUNTY ATTORNEY COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. There are a growing number of both rural and urban elementary and secondary age children and their families that are in crises and are not receiving prevention and intervention services that would prevent them from future contact with and involvement in juvenile court, human services, law enforcement and the criminal justice system. The failure of our communities to provide these services is resulting in a significant increase in criminal activity by teenagers and young adults. This criminal activity is overburdening the criminal justice system to the point where existing resources are wholly inadequate to deal with the nature and numbers of offenders. Large numbers of juveniles are presently being waived to adult criminal court because of the inability of the juvenile court to deal with the problems associated with these offenders. The adult correctional system is not designed to deal adequately with the needs of these youthful offenders.</p>	<p>Provide intervention services to juveniles and young adults charged with serious criminal offenses. Expand existing programs, such as the Polk County Attorney Youthful Offender Pre-Trial Intervention Program presently working with 16-19 year olds charged in adult court with first-time felonies. The Youthful Offender Program is designed as a sentencing alternative for targeted offenders, which diverts them from prison sentences or ineffective probation sentences by providing programming in the areas of education, substance abuse, attitudinal/behavior change and job training. Offenders are assigned mentors and are required to meet with the victims of the crimes they have committed. Additionally, offenders are subject to curfews and must submit to random drug screening. Incarceration is recommended only for those offenders who do not complete the Youthful Offender Program. The Youthful Offender program should be replicated so that access is available throughout the state.</p> <p>Provide prevention and intervention services to juveniles charged with serious criminal offenses. Expand the Youthful Offender Program to juveniles 14-17 years old charged as delinquents with first-time felonies in juvenile court.</p> <p>Provide prevention and intervention services to children and their families from the prenatal period through the fifth grade. Expand existing program, such as the SUCCESS program presently working within select Des Moines Public Schools, that provide case managers to work with at risk families. Replicate proven programs so that access is available to all identified at risk families.</p>	<p>Increase state funding for expansion and replication of the Youthful Offender Program. Funding requirements should encourage ongoing collaboration between prosecutors, law enforcement, corrections, treatment providers and schools.</p> <p>Seek state funding for replication of the Youthful Offender Program in the juvenile court system.</p> <p>Increase state funding for expansion replication of existing programs similar to the SUCCESS program. Funding requirements should encourage ongoing collaboration between the schools and juvenile court, human services and law enforcement.</p>



TERRY E. BRANSTAD, GOVERNOR
Ronald Langston, Chair

COMMISSION ON THE STATUS OF AFRICAN-AMERICANS

EDUCATION ROUND TABLE

Findings and Recommendations

for

Citizens' Aide Ombudsman

William Angrick, II, Chair

CITIZENS' AIDE OMBUDSMAN COMMITTEE

PROBLEM AREAS	SOLUTION	METHODOLOGY
<p>1. The Iowa Criminal Justice System incarcerates a disproportional number of African Americans and the geographic locations of the correctional institutions are in predominantly homogeneous white populations. These two factors combine to increase the potential for racially discriminatory actions, decisions and insensitivities.</p>	<p>Amend the Iowa Civil Rights Statute to override a prevailing Attorney General's Opinion which holds that correctional institutions are not public accommodations and therefore inmates who experience or claim discrimination are not afforded redress through the Iowa Civil Rights Commission.</p> <p>Encourage expanded in-service and entry level training for all DOC institutional employees in the areas of racial sensitivity and cultural diversity.</p> <p>Increase the number of minority front line (correctional officers and counselors) employees at DOC institutions.</p>	<p>The General Assembly will need to amend the Iowa Civil Rights Statute to accomplish this change. The Iowa Civil Rights Commission will need to prepare to receive and investigate complaints from jail detainees and inmates and penal inmates. This may require additional resources and staff.</p> <p>The DOC will need to review its Correctional Academy curriculum and in-service training requirements and programs establishing appropriate training opportunities. Perhaps the fiber optics network would allow a cost effective way to reach all employees in a condensed time period.</p> <p>The DOC will need to enhance its affirmative action efforts to recruit minority employees in those institutional locations which lack a diversified staff.</p>