

RAP RISE Action Plan

Mission: - To commemorate the 50th Anniversary of Brown by launching a campaign to Replace Inequities in Schools with Excellence and stop mis-education "with all deliberate speed."

I. Identify and contact people and organizations who are addressing education in your community.

- a. Find out what they are doing.
- b. Tell them about the RISE Plan
- c. Determine their interest and get their input.
- d. Ask them to join the RISE Team. Tell them it's a campaign not an organization.
- e. Tell them their involvement and leadership is critical because of their experience and proven commitment.
- a.) Find out what written materials they have produced, researched or collected.

II. Organize Press Conference for May 17, 2004

We suggest the press conference be held at the Federal Courthouse. In Alabama, we will hold the conference at the Federal Courthouse, then walk to the State Capitol for a "recommitment ceremony."

- a. If a group or organization has already planned a press conference, coordinate your efforts and work together
- b. Tailor press conference to local and state priorities but keep in mind the central theme
- c. Announce that town meetings will be held around the nation to address the need and devise a plan to stop mis-education and overhaul the public school system;
- d. Announce at the press conference the plan to return to the Courthouse next year to give a progress report on the anniversary of the Supreme Court's decision to end separate and unequal education with all "deliberate speed"; (The court failed. We can't afford to fail)

III. *Organize Town Hall meetings in your city or area to allow the community to voice its concerns about the state of public education 50 years after Brown. Meetings should be organized to inspire an ongoing campaign to address identified inequities.*

- a. Organize coordinating committee and invite all interested groups and individuals to participate;
- b. Hold meeting to discuss plan and to get input;
- c. Set dates for Town Hall Meetings. If you are a large city or county, have meetings in various sections;
- d. Plan agenda (what will be done and who will do it.)
- e. Mobilize community interest and involvement through churches, memberships of participating organizations, leafleting;
- f. Organize or coordinate a committee consisting of interested persons in the neighborhood and include a media blitz.
- g. Identify teachers to present models of teaching that achieve excellent student outcomes, such as Professor B's math program;

Note: Use whatever tactics and processes that work for your community. We will produce 30 and 60-second radio spots that will be available for use upon request.

IV. *Create and discuss the objectives of the Town Hall meeting that address local concerns.*

- a. Assess and evaluate the national objectives we have presented and share your suggestions for inclusion in the final draft.
- b. Identify resources and people who will help coordinate and implement the RISE Plan and Town Hall meeting.

a.) Specific needs:

- 1. Effective Teachers, administrators, ministers and community organizers;
- 2. Historians on African and American History
- 3. Attorneys
- 4. Media (people with PR and Media experience)
- 5. People who know how public schools and school finance work

6. Fundraisers
7. Organizers
8. Parents and students who are interested in education

Note. If you are a sponsoring organization, i.e., a local SCLC Chapter, please recruit and encourage the participation of all groups and individuals who have expressed interest in the mis-education of our people, sustained by racist public school policy and practices, 50 years after **BROWN**.

V. What the Central Organizing Committee will provide

- a. Information on public education;
- b. Information on programs that work and programs that hurt
- c. A reference guide to organizations that specialize in educational programs such as the Title I program;
- d. Access to lawyers and other professionals for technical assistance and advice;
- e. Trainings on how to: a) audit schools B) research and access legal options to address current inequities; Trainings on effective after school programs that target "miseducation";
- g. A syllabus for use by churches, community organizations and families to teach people to think critically and understand and analyze how mis-education and the imposed belief in black inferiority have contributed to the failure to end inequality in public schools for fifty years;
- h. Provide cultural resources, such as the script of the play the "Brown Go Round", a one woman's drama about the history of mis-education in public schools;
- I. Clearing houses to receive and distribute information and Resources;

Ideally, a person in every area should be trained or encouraged to do this play or a similar cultural presentation on the subject of mis-education;

Note: We are establishing a clearance house for all such materials to facilitate easy access by local communities

Town Hall Meeting Follow-Ups:

This will have to be developed through the input of people at the Town Hall Meeting. At this time, I suggest a possible frame-work and general objective.

VII. *Suggestions for Follow Through*

- a. A parental audit of public schools. For example, Nashville has announced that it will evaluate every public school to determine where and how children are placed in high or low levels, why there are disparities in test scores, and to examine disparities in funding and school discipline.
- c. Miseducation seminars, workshops after schools church programs Saturday schools, etc.
- d. Leadership training on miseducation
- e. Establishment of training centers to prepare a people to address "miseducation."

Sponsors:
Southern Christian Leadership
NCOBRA
Nat. Conf. Of Black Lawyers
21st Century
National Voting Rights Movement
Slavery and Civil War Museum
New South
CARE and Growing

Announcing the The RISE Action Campaign

Proposed Press Release

On May 17, 1954, at 12:52 p.m. The U.S. Supreme Court presented the Brown v. Board of Education decision and legally altered the economic, political and social structure of this nation.

At 12:52 p.m. on May 17, 2004, 50 years later, The People will launch a campaign to transform the economic, political and social structure of this nation.

The forces of resistance to the Brown decision successfully delayed the implementation of Brown for 50 years. Consequently, "savage" inequality in public education persists.

Yet, it was the Brown decision that set the stage for the civil rights movement that achieved the de Jure end of Jim Crow in every facet of American life.

Inspite of these gains, however, the condition for the masses of African American children and their families as well as other people of color has not significantly changed. Overcrowded jails, and unemployment lines are at epidemic proportions.

In health, education, housing, and nearly every aspect of American life, the descendants of enslaved Africans remain at the bottom.

Few perceive or understand that these conditions are due to extreme inequality in public schools. It is the lack of opportunity and preparation, not the lack of intellect that account for persistent disparities between black and white test results and economic outcomes.

Most schools and school systems remain separate and unequal through insidious policies and practices such as tracking, special education, funding disparities, teacher training and placement, etc.

The Brown Court said that the "badge of inferiority placed on the black child in slavery must be abolished." Yet this badge continues to undergird most practices that account for the aforementioned disparities.

Until the quagmire created by the myth of black inferiority is eliminated, access to equal resources and academic preparation will remain a hollow promise. Parents, teachers, students and communities and will continue to accept their inferior status with little resistance.

We, the people, must keep the promise for our children, born and unborn. We must RISE (Replace Inequality in School with Excellence) to save our schools, communities, our state and nation.

We, the People, therefore announce The RISE Action plan (RAP). Community by community, we will hold Town Hall meetings for parents, students and teachers to voice their concerns and debate solutions. This information will be compiled, analyzed and used to connect communities and their struggles. Each community will be encouraged to develop an ongoing process to assure that every citizen understands how

the "miseducation of our people impacts our ability to act, organize and vote in our self-interest."

A resource guide will be assembled that provides reference to legal and academic support. Training centers will be established around the nation to train local people to empower themselves and their communities to rebuild their schools and communities.

The idea of an academic reparations lawsuit will be presented to determine when and if such litigation should be filed to challenge current remnants of slavery and segregation disguised as Urban vs. Suburban schools, testing disparities, ability grouping, vouchers, special education, discipline disparities, etc.

Parents will also be presented with successful schools and teaching models that have provided extraordinary outcomes for students such as Professor B's math program which guarantees high math achievement for all students.

In sum, we can not afford to wait on the courts another 50 years to deliver our children from the clutches of public school inequality. Our children and communities will remain behind until we end the system of miseducation that glorifies slavery and enslavers and denies our historical African excellence and the genius of the African mind.

Like the Phoenix, we must rise from the ashes of miseducation and reclaim our children and communities.

Train Stops

	<u>Place:</u>	<u>Date:</u>	<u>Time:</u>	<u>Location:</u>
Ex:	Selma	June 19, 2004	2:00 p.m.	Slavery & Civil War Museum

Ernest Green

Born in Little Rock, Arkansas, on September 22, 1941, Green earned his high school diploma from Central High School in Little Rock. He and eight other black students were the first to integrate Central High School, following the 1954 United States Supreme Court decision in *Brown v. Board of Education* that declared segregation illegal in the public schools. They later would become known as the "Little Rock Nine." Green was the only one of the "Little Rock Nine" to graduate from the high school in 1958. Green received his Bachelor's in social science and Master's in sociology from Michigan State University. He also received honorary doctorates from Michigan State University, Tougaloo College, and Central State University. He was appointed chairman of the African Development Foundation, by President Bill Clinton and chairman of the Historically Black Colleges and Universities Capital Financing Advisory Board by Secretary of Education, Richard W. Riley.

Green served as Assistant Secretary of Labor for Employment and Training during the Carter Administration where he formulated the United States Presidential Policy and directed implementation of a vast range of activities. Prior to his appointment as Assistant Secretary, Green served as Executive Director of the Recruitment and Training Program, Inc., an organization that recruits minorities for apprenticeship programs in the building trades. Green is a member of the Council on Foreign Relations, the Executive Leadership Council, the Legislative Action Committee of the Public Securities Association, and he chairs the National Association of Securities Professionals and Africare. He has also served on the Board of Directors of the March of Dimes Foundation and the Winthrop Rockefeller Foundation.

Green has received numerous awards. At the age of seventeen, he became the youngest person to be honored with the NAACP's Spingarn Medal. On November 9, 1999, President Clinton presented Green, along with the rest of the "Little Rock Nine," the Congressional Gold Medal, the highest honor given to a civilian, for outstanding bravery during the integration of Little Rock, Arkansas' Central High School in 1957. Several books, movies and documentaries have been produced chronicling Green and his eight classmates' historic year at Central High School – the most recent being the *Ernest Green Story*, produced and distributed by the Walt Disney Corporation.

More than fifty years after his acts of courage and sacrifice helped to open the doors to public education regardless of race in Little Rock, Arkansas, Mr. Green continues to be a tireless advocate for the full benefits of democracy for all citizens.

Program

Master of Ceremony Dr. Howard O. Robinson, II
University Archivist and Assistant Professor of History

Invocation Rev. Robert Graetz
Montgomery Bus Boycott Participant
and Former Pastor of Trinity Lutheran Church

Presentation:
The Election of Barack Obama: Fulfillment of the Dream?

Mr. Lawrence Jackson
Graduate Student, Social Sciences Education Major

Ms. CharaieCelia Hamilton
Sophomore, Theater Arts Major

Dr. Pamela Burns
Associate Professor of Voice
Department of Music

Introduction of Speaker Mr. Stanley Giles
President, Student Government Association

Speaker Mr. Ernest Green
Member, Central High School "Little Rock [Arkansas] Nine," 1957

Questions/Answers

Special Presentations Dr. Janice R. Franklin
Director, The National Center for the Study
of Civil Rights and African-American Culture

Concluding Statement Dr. Howard O. Robinson, II

The Ralph D. Abernathy Civil Rights Lecture Series is held in
commemoration of the 54th anniversary of the historic
Montgomery Bus Boycott

RALPH D. ABERNATHY

World War II veteran, Baptist minister and civil rights leader, in 1946, Abernathy began a lifetime of activism as an Alabama State University student leader. At ASU, he led protests against cafeteria food and inadequate housing for military veterans. After graduating from ASU in 1950, and receiving a Master's degree from Atlanta University, he returned to employment at his alma mater and to pastor the First Baptist Church in Montgomery. In 1955, Abernathy helped organize the Montgomery Improvement Association and worked with Dr. Martin Luther King, Jr. as a key leader of the Montgomery Bus Boycott. The remainder of Abernathy's life was dedicated to the struggle for blacks' full constitutional rights in the Southern Christian Leadership Conference, which he also helped organize in 1957. Abernathy served as president of the SCLC after King's assassination in 1968 until 1977. This civil rights stalwart is recognized internationally for his outstanding contributions to civil and human rights.

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ELB



The Ralph D. Abernathy Civil Rights Lecture Series

In Celebration of the 54th Anniversary of the Montgomery Bus Boycott

Guest Speaker:

Ernest Green

MONDAY
DECEMBER 7, 2009
7:00 P.M.
RALPH D. ABERNATHY
AUDITORIUM
(Ralph D. Abernathy Hall)

Theme:

FROM THE
MONTGOMERY
BUS BOYCOTT
TO THE ELECTION OF
BARACK OBAMA:
FULFILLMENT OF THE
DREAM?



Member, Central High School's
"Little Rock [Arkansas] Nine" 1957

Presented by
The National Center for the Study of Civil Rights and
African-American Culture at Alabama State University