



**state of
black arizona**

Volume II





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www.stateofblackaz.org



Arizona State University is pleased to collaborate with the Arizona Community Foundation and the Tucson Urban League to present the second volume of the State of Black Arizona. The African-American community has played a key role in the development of Arizona and this volume continues an important collaborative effort undertaken to initiate and sustain dialogue between the university and the many diverse communities of our state on issues of importance not only to African Americans but all Arizonans. The report represents an important contribution to our effort to advance a broad understanding of the dynamics of the African-American experience in the American Southwest and underscores our explicit institutional commitment both to diversity and to teaching and research with societal impact.

In the rapidly changing and highly competitive global knowledge economy, the importance of a university education has never been greater, and the focus in this volume on the role of higher education in advancing society is timely. During this period of economic recovery and reassessment it is critical that Arizonans recognize that the three state universities represent the front line of engagement in shaping our response to such pressing issues as sustainable economic development, job creation, disparities in healthcare, the housing crisis, quality of life and quality of place, and opportunity for enterprise and social advancement.

The participation of President Barack Obama in our spring 2009 commencement exercises underscored his recognition of the critical importance of higher education. When the president addressed more than 70,000 members of the academic community, including our graduating class numbering more than 9,000, he was especially excited about our newly established program to ensure that resident undergraduates from families with annual incomes below \$60,000 admitted as incoming freshmen would be able to graduate with baccalaureate degrees debt free. We estimate that for fall semester 2009, the President Barack Obama Scholars program will allow approximately 1,600 freshmen an opportunity to attain their educational objectives.

The Obama Scholars program epitomizes our pledge to Arizona that no qualified student will face a financial barrier to attend ASU and underscores the success of the longstanding efforts that have led to record levels of diversity in our student body. While the freshman class has increased in size by 42 percent since 2002, for example, enrollment of students of color has increased by 100 percent, and the number of students enrolled from families below the poverty line has risen by roughly 500 percent. Our success in offering access regardless of financial need is easily one of the most significant achievements in the history of the institution.

Throughout its history ASU has championed diversity and we particularly value the perspective the report provides on Arizona students from historically underrepresented backgrounds. We reject the notion that academic excellence and inclusiveness to a broad demographic cannot be achieved in a single institution. With our egalitarian admissions standards, the university seeks to admit all qualified students who demonstrate the potential to succeed. Consistent with these objectives, discussions such as those presented in this report inspire the kind of teaching and research needed to improve the educational experiences and outcomes for all Arizona students.

Many individuals inspired and guided the creation of the report, and the input of community members and civic and business leaders has been especially invaluable. I would like to commend all those who contributed to this important document. The project is certain to inform decision-making on public issues and provide a valuable resource for policymakers throughout Arizona. I hope that you will find this volume to be both useful and thought provoking, and I would like to express my appreciation for your continued support of ASU.

A handwritten signature in black ink that reads "Michael Crow".

Michael M. Crow
President
Arizona State University

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foreword.

by Kelly Langford and Kimberly A. Scott



Drawing on the superlative work from Volume I, this year's project focuses on education. Clearly, education relates to various topics and cannot be divorced from discussions of law, economics, sustainability, health, immigration, and housing. Therefore, in this report and the essays that appear on our website, www.stateofblackaz.org, each author uses education as a lens to explore other issues relevant to our schools, youth, and society in general.

The authors represent various geographic and professional perspectives. Importantly, each writer took seriously community insight. We hosted a series of community forums during which authors shared earlier drafts of their work to gain feedback prior to submitting final versions. As a statewide initiative, we want these essays to be accessible; use current research to inform educational policy; and initiate long-term discussions that will encourage positive changes to all of our communities.

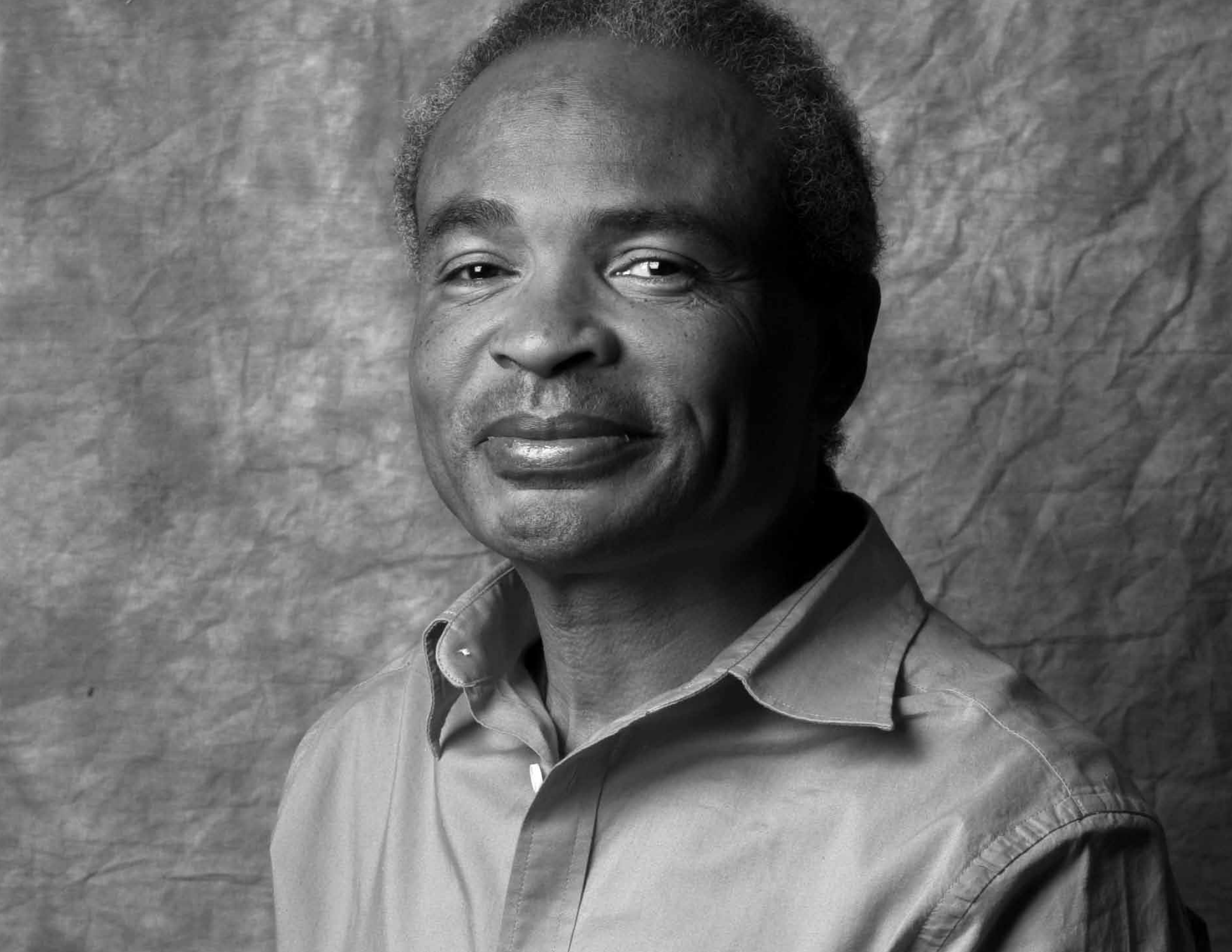
Although only four essays appear in this manuscript, the website hosts many other significant works. Set within each of these four are snippets of what appears on-line. We encourage you to peruse both the written and virtual publications. It is our hope that these essays will lead to collective action. As President Obama has said, "We have an obligation and a responsibility to be investing in our students and our schools."

Sincerely,

Kelly Langford, President
President, Tucson Urban League

Kimberly A. Scott, Ed.D.
Executive Editor, State of Black Arizona, Volume II







the state of black arizona:

education and the law

by Judge Penny L. Willrich, J.D. *(Retired)*

Ms. Willrich has practiced law in Arizona for 22 years and served as a Superior Court Commissioner and Judge. She is currently an Associate Professor at the Phoenix School of Law.



Since the early days of African American^[2] migration to Arizona, equal opportunity in education has been a primary goal for the Black citizens of Arizona. Almost 100 years of activism has been instrumental in lifting (but not eradicating) the stigma of slavery, Jim Crow laws, *de facto* and *de jure* segregation, racial discrimination, and Black citizens being treated as second class citizens. Some proponents of desegregation of public schools merely pushed for African American children to be educated in the same schools, with the same curriculum, and by the same teachers as White students.

Proponents of social equality through desegregation were fighting *de facto* and *de jure* laws, customs, and practices that wanted education for African Americans to produce an “industrious but contented workforce” or “subordinated and controlled to perpetuate a separate and unequal social order grounded in White fear and greed.”^[3]

As early as 1827, Black citizens across the United States pushed for educational equity. The philosophical underpinning for integration is the belief that if children

of African descent are exposed to the same educational opportunities as White children there would be recognition of Black children’s intellectual abilities and an expectation of success would follow. In reality, integration served as the Americanization process for African Americans because by sending Black children to school with White children, Black parents had to relinquish the idea that Black children would be educated by persons sensitive to the needs and values of Black people.

Desegregating schools in es-

sence was the laboratory for exploring whether African Americans had adopted the White language, customs, standards, and culture in order to realize the advantages of living in a homogenous community.^[4] Segregation created a caste system “to preserve race identity, purity of blood, and prevent amalgamation.”^[5] Despite the milestones reached through dismantling the doctrine of separate but equal, the institutional and psychological structures of forced desegregation have not created a more equitable educational community for many African Americans. Arizona’s schools “function as centers for education, sites of socialization, and as reflections of the city or town’s values.”^[6] Immediate equalization of the socioeconomic playing field through an educational policy of assimilation was defeated by residential covenants that restricted where African Americans could live.^[7] Proponents of integration recognized education as a requisite part of the for-

mula for social equality of African Americans. Yet, the concept of “social equality” presented a difficult dilemma for Blacks in Arizona. Many argued for social equality because they knew that “separate could never be equal.”^[8] Others were quick to point out that social equality with Whites was a foreign concept to African Americans. The push for desegregation was based upon the financial consequences to Arizona taxpayers. Establishing separate school systems based on race was not justifiable based on Arizona’s population of African Americans.^[9]

The central theme of this essay is that the very laws designed to end segregation and bring about equalization in education without regard to skin color have not closed the achievement gap between Black children and White children. Moreover, the achievement gap between children of color and White children is yet one more vestige of a system of education replete with a continued

“...They shall segregate pupils of the African race from pupils of the White race, and to that end are empowered to provide accommodations made necessary by such segregation.”

- 1913 Arizona Legislature^[1]



legacy of racial discrimination and subtle, but modern, perverse practices that thwart real educational opportunity for Black students in Arizona.

Overt and subtle practices within Arizona's education system label Black children as under-achievers; purposely hamper their learning by labeling them behaviorally disordered; group them according to ability to maximize achievement on standardized testing; use exclusionary discipline consequences of suspension and expulsion; unwittingly contribute to high dropout rates, illiteracy, and the pipeline to prison; and pair the least trained teachers with the students who have the most significant educational needs. This is a call to raise the bar toward educational achievement through competence, quality teaching, a culturally relevant education curriculum and parental involvement.

Separate but Unequal

"Democracy rejects any theory of second-class citizenship. There are no second-class citizens in Arizona." (Judge Frederick Struckmeyer, 1953)^[10]

Many impediments have been thrown in the paths of African Americans seeking equal edu-

cation opportunity in Arizona. School segregation was not a new phenomenon to Arizona, particularly since the Arizona Territorial Legislature enacted the segregated school doctrine as part of the state law in 1909.^[11] Professor Matthew Whittaker states that the atmosphere of "...White supremacy, racism and racial segregation was firmly established" in Arizona in that it was "the atmosphere one breathed from day to day, the pervasive irritant, the chronic allergy, which made one uncomfortable and jumpy."^[12] African Americans who migrated to the southwest did not expect to find the extensive segregation and discrimination by law, custom and practice.^[13] Some African Americans thought that the exodus to the southwest offered a haven as the "racial promise land," when in reality, the struggle for racial justice was even more imminent in a state where the total population of African Americans has not risen above five percent.^[14]

When Black people were enslaved throughout the United States, there was very little effort made and in many cases it was illegal to educate Black children.^[15] Though 1865 brought freedom from involuntary servitude, this newfound freedom provided little if any impetus toward adequate

educational facilities for Blacks even if it were legal to do so. Even though most southern Whites did not want Blacks to be educated at all, there were Blacks and Whites willing to risk the sanctions of law to educate Blacks in clandestine schools.^[16] The objection by Whites to Blacks being educated is that southern Whites did not want to pay taxes for Black children's education.^[17]

The 1896 decision in *Plessy v. Ferguson* reinforced the barriers to educating Black children under the separate but equal doctrine. Mary Melcher writes that "In Arizona, racist attitudes perpetuated by southerners, including many former Texans, led to a harsher form of segregation for Blacks."^[18] Melcher characterizes mandated segregation in Arizona as "unusual" for a Rocky Mountain and Pacific West state, attributing its existence to southerners from states that mandated segregation serving in the Arizona legislature and the increased migration of African Americans to Arizona. Some Whites in Arizona were accustomed to having Blacks as servants, not as equals. The customary position of a servant was to be invisible and the general belief regarding Black children was an assumption that they were illiterate.^[19]

As African Americans migrated

to Arizona, they walked into a combustible discourse. Integration of the public schools was an issue that was disruptive to the White social order. Yet, for many school districts in Arizona, especially in the rural counties, the enrollment numbers were insufficient to warrant separate schools. In Phoenix and Tucson, the separation of African American students from White students was wholeheartedly adopted, particularly in elementary and middle schools. Public schools in Arizona were organized and maintained by a plan of segregation promulgated by a White Legislature for White school districts.

The adoption of "Jim Crow" laws in Arizona officially separated the races in health care facilities, public transportation, hotels, marriage, voting, restaurants, theaters, and any other establishment that served Whites.^[20] Arizona's Jim Crow statutes and the *de facto* practices that followed "constituted a complete system of segregation designed to isolate and degrade Blacks; and the segregated education for African Americans that was grudgingly accepted was a means to obtain a trained yet subservient, industrious but content, work force,"^[21] regardless of the cost.

Unlike other people of color



“ In the most populous counties of Arizona, (Maricopa, Pima and Pinal) a diverse and multi-cultural group of citizens who recognized the inherent inequality and unfairness of segregation took it upon themselves to challenge the educational mandate of segregation.”

who were subjected to “Americanization”^[22] programs, African Americans’ involuntary arrival in the United States as chattel introduced them to subservience throughout domestication programs. Americanization programs were designed to “instill (White) American values in the new immigrant such as: love for family, the right work ethic, patriotism, citizenship, allegiance to country, moral qualities to include duty, obedience, proper dress, service, honor, truth, and uprightness;”^[23] African Americans must have been deemed exempt from the Americanization process based upon their experiences during a 400 year history of serving as subservient plantation workers or indentured servants and the domestication process in place when they disembarked from the slave ships.^[24]

School districts and state legislators in Arizona ignored the financial impact of establishing “separate but equal schools” even though the cost rose to more than three times that of educat-

ing other students.^[25] Arizona Governor John Kibbey vetoed the 1909 school segregation law but the Legislature overrode the veto and school segregation became a fixture in the enacted law of Arizona.^[26] A challenge to Arizona’s racial segregation of African American children came as early as 1912, when Samuel Bayless sought injunctive relief against the Phoenix Elementary School District Board of Trustees because his children had to travel a greater distance to attend an all Black school. Superior Court Judge Edward Kent issued an injunction finding that “...the educational facilities for African American children and White children were not substantially equal.”^[27] The victory for Mr. Bayless and his children was short-lived because the Arizona Supreme Court sent the case back to the Superior Court with specific orders to vacate the injunction and dismiss the case. The Arizona Supreme Court upheld the constitutionality of Arizona’s segregation laws based on the United State’s Supreme Court’s

decision of *Plessy v. Ferguson*.^[28] The Arizona Supreme Court did not consider it a danger that Mr. Bayless’ children had to cross a railroad track to get to school nor did the Court conclude that separate but equal included substantially the same traveling distance for Black children to go to school as compared to White children.

In the 1912-1913 Arizona state legislative session the Arizona Code was revised to allow school districts to segregate those groups of students that the school district “deemed necessary.”^[29] This enactment changed segregation from a mandatory legislative principle to a permissive school district determination. In 1921, the Arizona legislature amended the statutes to allow school districts to segregate high school students under the Rule of 25 (if 25 or more African American pupils were enrolled). Phoenix, Tucson, Casa Grande and Douglass segregated Black and White high school students; Gila Bend did not allow Black high school students to attend their schools at all; some

communities erected a “tent house” for Black school children and provided a half day of schooling; and, other communities built a one-room “colored” school – often placed on the grounds of a White school, but with barriers to prevent the Black and White children from associating with one another (even during recess).^[30]

Though the origin of educational segregation laws were to prohibit African American children from attending school with White children, often times, other children of color, particularly Hispanic students or students of Mexican or Spanish descent, were victims of discrimination based on race and language. For Hispanics and children of Mexican or Spanish descent, the decision to segregate them from White students often rested on whether or not the children were monolingual in Spanish.^[31] Until 1951, Hispanics and students of Mexican or Spanish descent in Arizona were required to attend separate schools or were denied admittance into White schools within the school districts.^[32] Following the lead of litigants in California, Arizona litigants of Mexican descent took their challenge opposing segregation to the United States District Court and secured an injunction against the school districts to prohibit them from seg-



regating students based upon their Spanish last name, or because of the perception that students who spoke Spanish lacked the requisite English-language skills.^[33]

Throughout the country a legal strategy was developing to challenge the constitutionality of the separate but equal doctrine. In Arizona, though that legal victory would come before the United States Supreme Court pronouncement, little attention had been given to the underground movement of desegregation occurring in counties throughout Arizona prior to the court challenges. In the most populous counties of Arizona, (Maricopa, Pima and Pinal) a diverse and multi-cultural group of citizens who recognized the inherent inequality and unfairness of segregation took it upon themselves to challenge the educational mandate of segregation. Eulalia Bourne, a teacher in Pima County, frequently disobeyed the educational policy of English only by allowing the students to speak in their language of birth and by facilitating teaching in their language.^[34] Merrill C. Windsor, principal of the Casa Grande Central Grade School, enrolled an African American student in 1923 despite his conflicted emotions and extreme opposition from the local community.^[34] Louise

Hennes, a Casa Grande High School District Board member, was determined to integrate the high school in Casa Grande. She diligently pushed this agenda from 1946 to 1949 and was ultimately successful.^[35] Addie Hankins worked diligently and successfully to garner transportation for her children to the one-room school in Casa Grande and she met with county and state officials urging that schools be desegregated.^[36] In Maricopa County, Herb Finn, Hayzel B. Daniels, Lincoln and Eleanor Ragsdale, Ralph Estrada, Greg Garcia, Ruth Finn, William P. Mahoney, Herb Ely, Stuart Udall, William Crump, and many others pursued equality in education.^[37] Ironically, even after segregation was declared unconstitutional in 1953 and 1954 by Arizona courts and the United States Supreme Court, Casa Grande maintained de facto segregated grade schools until 1962.^[38]

In Arizona, as in many other states in the United States, the law was the systemic nucleus for denying protection and opportunities to Black people. Segregation laws coupled with miscegenation laws and literacy tests for voting were enacted with callous disregard for the mandate of equality through the Constitution of the United States. Equality for Afri-

can Americans in Arizona was a mere fiction. Lawyers Hayzel B. Daniels, Herb Finn, and Stuart Udall challenged Arizona's public school segregation laws based on the precedent established in the federal cases of *Mendez v. Westminster*, a 1947 California case and *Minerva Delgado v. Bastrop Independent School District*, a 1947 Texas case, both of which declared segregation of Mexican Americans in public schools as violations of state law and unconstitutional under the Fourteenth Amendment as a denial of due process and equal protection.^[39]

On November 10, 1953, Arizona Superior Court Judge Fred Struckmeyer ruled on the African American parents' challenge to separate but equal public schools, presented in the case of *Phillips v. The Phoenix Union High School District*. Judge Struckmeyer issued a judgment in which he said, "[T]here are no second class citizens in Arizona." He ruled that the portion of the Arizona law that delegated the power to the board of trustees of school districts to determine whether to segregate or desegregate public schools as inherently unconstitutional. In a second Arizona Superior Court case, *Heard v. Davis*, decided on May 13, 1954 (days before the infamous *Brown* decision) and in-

volving the Wilson School District, trial court Judge Charles Bernstein said that "...segregating members of the African and Caucasian races is unlawful and a violation of the Constitutions of the United States and the State of Arizona."

^[40] In his memorandum decision, Judge Bernstein wrote:

The school is society's chief agency for conserving and transmitting its culture; educational segregation has extra significance. A segregated educative system is likely to transmit to each succeeding generation the superiority-inferiority value attitudes of a racially conscious society. Furthermore, it has become the primary symbol of the Negro's inferiority. ... There are intangible inequalities in segregation. These are more difficult to demonstrate. However, we know the impact on the child of the Negro Race. These children would seem either to be in conflict about their status or to have resigned themselves to inferior self-images. Our general experience as we observe human status each day, tells us that segregation intensifies rather than eases racial tension. Instead of encouraging racial cooperation, it fosters mutual fear and suspicion which is

Excerpts from State of Black Arizona – Housing and Education

By Dee Wheeler-Cronin

Income inequality between the poorest families, the largest percentage being African American, and the wealthiest families, typically White, is a commonly referenced statistic, but does not tell the complete story. When the national net wealth of Whites is compared with that of African Americans, the net increase is significantly greater for African Americans, but there is still a huge disparity of net wealth overall. Wealth, or net worth, is a better indicator of a family's ability to achieve economic security and upward mobility. When the statistics are viewed in this light, the gap is even wider....the median income for African Americans in 2004 was \$28,000 versus \$48,000 for Whites. The net worth held by African Americans, including home equity, was \$11,800 or about 10% of the \$118,300 net worth held by Whites. But when you subtract home equity, African Americans held only \$300 in net financial assets, or less than 1% of the \$36,100 in net financial assets held by whites (Dorsey & Lin, 2008). As summarized in more simple terms by Thomas Wilson, the vast majority of African American's net wealth is equal to the value of their property less the current market value, which means that such value is either an addition to or subtraction from net wealth. The impact of the current housing crisis on local and national economies has been nothing short of devastating for individuals and families across the country....Based on figures released by the Federal Housing Finance Agency, the Phoenix Metropolitan Area posted a three month drop in values of over 7.5 percent and current values are down by more than 16.6 percent from a year ago. The bottom has dropped out of the housing market, and more and more Americans, particularly African Americans and other minorities, are upside down on their mortgages. African American homeowners who do not have funds in reserve to weather periods of unemployment or undertake necessary home repairs or equipment replacements are exposing themselves to even greater economic instability.

...What, then, are the implications of the housing crisis on wealth building through homeownership? While some researchers claim to be unsure about how this crisis will affect the wealth gap, the available data is sufficient enough to draw a logical conclusion. Since most of Black wealth is concentrated in home equity, it is logical to suggest that the wealth divide between Whites and Blacks in Arizona and across the nation will continue to widen.

A full version of this essay is available to download at www.stateofblackaz.org.



the basis of racial violence.”^[42]

On the heels of the Arizona trial court decisions, on May 17, 1954 the United States Supreme Court decided *Brown v. Board of Education*, which ended the Plessy “separate but equal” doctrine in public schools.^[43] The Supreme Court wrote:

...education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. ... It is the very foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values, in preparing him for later professional training and helping him adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity for an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.^[44]

The Supreme Court recognized that discriminatory educational

policies could affect the hearts and minds of Black children in a way that could not be undone.^[45] The Court failed to discuss how the hearts and minds of White children would be affected.

The law that had played such a central role in the denial of educational equity and equality was deconstructed with the stroke of a pen in a unanimous decision of the Court. While *Brown* represents a major shift in the Supreme Court’s opinion on human rights and a fundamental change for Arizona’s educational system, the Arizona courts after *Brown* took a more modest role in educational reform. Arizona’s legislative scheme of segregation by choice, the ultimate pre-*Brown* dismantlement of the option for segregated schools, and the low number of African Americans residing in Arizona caused the educational policies and programs in Arizona since *Brown* to receive only marginal scrutiny.

After the Phillips and Heard cases, Arizona school districts simply closed the Black schools and Black students began to attend neighborhood schools or the closest school to their home.^[46] Thus, racial integration with White students in Phoenix was not immediately achieved because relatively few Blacks lived in tradi-

tionally White residential areas and few if any Whites lived south of Van Buren Street in Phoenix.^[47] As more African Americans moved to Phoenix and settled in the southern section of the city, “in almost every instance in education, employment, and housing, [African Americans] suffered some degree of deprivation.”^[48]

Subsequent legal decisions on busing, school finance, and court monitored desegregation plans were not significant to Arizona’s progress of voluntary desegregation. In Arizona, school desegregation gave the illusion of opening new doors to African American students in the 1960s and 1970s. “Optimistic integrationists believed that ending legally mandated segregation and exclusion would produce equality of opportunity.”^[49] African Americans soon learned that active participation in the political, economic, and cultural life of Arizona was necessary to fight the humiliation of exclusion at all levels.^[50]

Title IV of the Civil Rights Act of 1964 authorized the United States Office of Education to provide all necessary guidance to school boards constructing desegregation plans; empowered the United States Attorney General to initiate legal action against school districts to enforce desegregation;

and allowed withholding of federal funding from school districts that were found to be racially discriminatory.^[51] Arizona as a whole was not the subject of a desegregation plan as a result of segregating African American children; no law suits were filed by the United States Attorney to enforce desegregation on behalf of African American children in Arizona. Federal funding for Arizona school districts was never withheld as a result of the treatment of African American children. However, Mexican American parents in Pima County, with the help of California activists, challenged the segregation continuing to occur in Tucson.

In 1969, citizens of Tucson, in a formal public protest, claimed that Superintendent Thomas L. Lee and the Tucson School Board were “ignoring the needs of students of color and perpetuating a paternalistic system that discriminated against them.”^[52] Their claims against the school district and its board included: “conditions of isolation and subordination;” “use of denigrating language toward students of color by teachers, coaches and other school personnel;” “denigration of student’s culture and language;” “exclusion from school activities such as student government;” “failure to meet with students to discuss and





“ In Arizona, school desegregation gave the illusion of opening new doors to African American students in the 1960s and 1970s. “Optimistic integrationists believed that ending legally mandated segregation and exclusion would produce equality of opportunity.”^[49] African Americans soon learned that active participation in the political, economic, and cultural life of Arizona was necessary to fight the humiliation of exclusion at all levels.”^[50]

acknowledge their complaints of alleged racism;” “a need for Spanish-speaking personnel;” “children attending school with little or no reading ability;” “students being tracked into low-ability and vocational education courses rather than college preparatory courses;” “failure to inform parents that their children were classified as in need of special education;” “children using outdated books and materials, poor facilities, poor curricula, and unqualified culturally insensitive teachers;” “state-adopted textbooks and social studies curriculum that presented the European-American experience rather than the experiences of children of color;” and a paucity of Mexican-American and Black teachers and counselors.”^[53]

The Tucson Superintendent publicly denied that the conditions outlined by the parents existed, which resulted in an

investigation by the United States Department of Health Education and Welfare (HEW) Office of Civil Right (OCR) as part of the United States Commission on Civil Rights investigation of education in the Southwest to ensure compliance with Title VI of the Civil Rights Act of 1964.^[54]

Despite the key state and national court decisions of Phillips, Heard and *Brown’s* failure to bring immediate relief to the problem of segregation, the United States Congress continued to enact laws and the United States Supreme Court continued to issue decisions that affected educational equity. In 1965, Congress passed the Elementary And Secondary Education Act as a means to fund remedial education programs for disadvantaged children. Through this Act, Head Start programs were created throughout the country, including Arizona, primar-

ily to provide poor children and children of color with opportunities for socialization and first-grade readiness. For African American children, Head Start meant race socialization. “Race socialization is the racialized experiences in the home and out-of-home context that children encounter, which help shape children’s views about themselves and their views concerning themselves in relation to others.”^[55]

The Health Education and Welfare Office of Civil Rights found that the Tucson School District indeed discriminated against students of color on the basis of race and national origin by its “failure to have programs and services for Spanish speaking students;” “questionable recruitment and hiring practices;” “unequal educational programs;” “racially imbalanced schools;” “over-representation of children of color in emotional or

mental retardation and special education classes;” and found that the “pattern of discrimination traced back to the 1870s.”^[56]

The result of the HEW investigation led to a threat to withhold \$5.5 million in federal funds from the school district. HEW required the Tucson School District to implement a “desegregation plan that ensured all students’ access to high quality academic programs, reduced educational disparities, reduced academic segregation, and reduced the drop-out rate.”^[57] When the threat of withholding federal funds failed to cause the school district to take action, a group of Mexican and African American parents sued the Tucson School District and Board in class action suits, *Mendoza, et al. vs. Tucson School District No. 1* and *Fisher, et al. v. Lohr, et al.* The 1978 consolidated decisions reflect a finding by the court that

many of the Tucson schools were racially imbalanced.^[58] The federal court found that the school district had failed to a limited extent to dismantle the dual system but had converted Black schools to minority schools.^[59] The judge found that the school district was in compliance with Title VI and there was no indication of intentional discrimination despite the school district's *de facto* segregation.

^[60] Finally, the Court found that a school district can not pair minority students from different races to demonstrate desegregation. This was a mixed victory, a finding that *de facto* segregation existed in Tucson; however a finding of no intent to discriminate did not really reflect the reality of the condition for the Tucson school children.

The Illusion of Educational Equality

"A strong and effective system of education is one of the fundamental ways to strengthen our economy and raise living standards."^[61]

Overt, inherent institutional racism did not subside with the Court decisions calling for the dismantlement of segregated schools. Integration became much more palatable to its foes who agreed with the philosophy of Booker T. Wash-

ington, the founder of Tuskegee Institute, and an African American leader to Whites and some Blacks. Washington's philosophy, although ideologically different from many African Americans, called for a "special kind of education for African Americans designed to allay White fears and to adjust Blacks to a subordinate caste."

^[62] This philosophy supported the notion that "Black education was meant to train African Americans to perform manual labor, to serve the needs of Whites."^[63] Perhaps, Senator John McCain's recent reference to Booker T. Washington's meeting with President Theodore Roosevelt, during his November 4, 2008 concession speech,^[64] is symbolic of White Arizona's philosophical adoption of the Booker T. Washington philosophy that "Black education was neither to upset White supremacy nor challenge the racial order, and all involved knew it."^[65]

If indeed Washington's philosophy has been in operation in Arizona as more and more African Americans entered the educational system, the traditional barriers to educational equity continue to exist and the expectations for African American children's progress has been marginalized by the very system altered by law to ensure that they were equally educated.

Educational equality depends not on Black children merely passing through the school house doors to sit next to little White boys and White girls, but must be a philosophical value ascribed to by those operating the school and teaching in the classroom. In many cases in Arizona, exclusion by segregation has been replaced with exclusion by discipline, special education, tracking, standardized testing, teacher beliefs and the No Child Left Behind Act. In the interest of space, I focus on the first two substitutes below. For the complete discussion of these points, please read the entire essay on the website, www.stateofblackaz.org.

Discipline

African American students are five percent of the 1.1 million students in Arizona's schools, yet for every 100 Black students enrolled in school, there are nine suspensions.^[66] School districts with the highest rates of suspension for Black children are located in Maricopa County Arizona.^[67] The overall state rankings and the comparative national educational achievement of Arizona's Black students serves as a magnifying glass that brings into focus all types of disparities, both institutional and contextual. The state and national rankings depict the

reality of being Black in an institution controlled by institutional racism.^[68] Institutional racism is defined as laws, policies, procedures and practices that appear neutral on their face but have a disproportionately negative affect on Black students.^[69]

Where in the past the primary justification for discriminating against Blacks in education was perceived inferiority, today it is perceived criminality. Thirty years of research has shown that African American students are over-represented in suspension and expulsion as education-related discipline.^[70] Research further shows that there is a direct link between exclusionary discipline and the pipeline to prison. And the rate of expulsion has increased as the pressure for academic achievement through standardized testing has increased. In the last 15 years, even though crime rates have decreased, incarceration rates of African American youth have increased substantially. Research shows a direct correlation between school suspension and poor academic preparedness.^[71]

Special Education

Research through the Goldwater Institute in 2003 found that the criteria outlined in the Individuals with Disabilities Education Act



of 1975 have been subjectively used to segregate and neglect the education of African American and Hispanic students in Arizona.^[72] Matthew Ladner states that race is the primary factor in assigning a disability label to children of color who attend school in predominantly White school districts.^[73] “Black (student) underachievement reinforces stereotypes that Black students cannot compete in intellectual pursuits.”^[74]

Conclusion and Summary

“We are our histories. What we think, what we believe in and the choices that we make are products of our histories.”^[75]

From the State of Black Arizona 2009 Community Forums, citizens’ words of wisdom and reactions to the presentation of this historical backdrop on education and the law in Arizona provided the following five recommendations:

1. African American students in Arizona must be treated fairly, with appreciation of their culture, in a learning environment that nurtures their abilities to succeed, and through a curriculum that values diversity;
2. African American children

should not be placed in “tracked-based” educational settings because it lessens their entire school experience and reinforces negative learning stereotypes;

3. Teacher bias toward students of color must be eliminated in order to have a school environment conducive to learning for all, regardless of race or ethnicity;
4. Overrepresentation of Arizona’s African American students subjected to disciplinary expulsion and suspensions must be eliminated in order to eliminate the cradle-to-prison pipeline; and
5. For Arizona’s educational system to ensure that no child is left behind, parents must be involved in critical decision making regarding their child’s achievement.

Desegregation of public schools in Arizona has not brought the gains for African American achievement or closed the achievement gap that was envisioned by parents and activists. Perhaps it was naïve for so many to believe that integrated schools would offer wholesale improvement to the plight

of African Americans. As so aptly stated by Lasana Hotep in *State of Black Arizona, Volume I*, “African Americans have a long journey ahead ... in raising the education proficiency of our students.”^[76] While we celebrate Arizona’s educational achievements since 1909, our celebration must not be a void, and we must recognize the pressing issues that are still thwarting Black children’s achievement at the same level as White children. In Arizona, race relations will not improve as long as the education of any disadvantaged group of people are frustrated by law, policies, and programs; or when the institution serves as a vehicle for oppression that shatters the aspirations of achievement for any child. ■

Endnotes

- [1] Statutes of Arizona, 1913. Subdivision 2 of Paragraph 2733, proscribing the powers and duties of the Board of Trustees of School Districts.
- [2] The terms “African American” and “Black” will be used interchangeably throughout this article, with both having the same meaning of referring to children or people of African descent.
- [3] United States Department of the Interior, *Racial Desegregation in Public Education in the U.S.* (National Park Service, 2000), p. 27.
- [4] J.E. Carlson, Jr. *The Assimilation of Aliens a Civic Duty*. *Arizona Teacher and Home Journal*, 18(3) (1929), pp. 75-80.
- [5] *Berea College v. Kentucky*, 211 U.S. 45, 51 (1908).
- [6] Mary Melcher, “This is Not Right”: Rural Arizona Women Challenge Segregation and Ethnic Division, 1925-1950. *Frontiers*, 1999.
- [7] Bradford Luckingham writes: “Segregated schooling persisted ... largely because of cultural and residential factors.” *Phoenix: The History of a Southwestern Metropolis*, 49 (1989).
- [8] *Id.* at 134.
- [9] *Id.* at 134.
- [10] *Phillips v. The Phoenix Union School District*, No. 72909, Opinion and Order p. 2. (Maricopa County Superior Court, 1953).
- [11] Luckingham at p. 62.
- [12] Matthew C. Whitaker, *Race Work: The Rise of Civil Rights in the Urban West*, p. 11 (University of Nebraska Press, 2005).
- [13] Quintard Taylor. *Seeking Sunbelt Freedom: African Americans in the urban southwest, 1865-1970*. *Magazine of History*, 18(1), pp.17-20 (October 003). *ProQuest Education Journals*.
- [14] *Id.* at 17.
- [15] John Hope Franklin and Alfred A. Moss, Jr., *From Slavery to Freedom, A History of African Americans*, 7th ed. (New York: McGraw-Hill, 1994), 99-100, 188.
- [16] Janet Duitsman Cornelius, *When I Can Read My Title Clear: Literacy Slavery, and Religion in the Antebellum South* (Columbia University of South Carolina Press, 1991).
- [17] United States Department of Interior, at p. 27.
- [18] Melcher, at p. 5.





- [19] United States Department of Interior, at p. 27.
- [20] *Id.*
- [21] *Id.*
- [22] Americanization is defined as the process of unifying native and foreign born in perfect support of the principles for which America stands, namely liberty, union, democracy, and brotherhood. In Alfred E. White, *Americanization, the Mexican Group*. San Francisco, Ca: R & E Research Associates, (1971, p. 3).
- [23] Herman R. Lucero, *Plessy to Brown: Education of Mexican Americans in Arizona Public Schools During the Era of Segregation*. (Unpublished Dissertation, 2004, p. 35).
- [24] The Underground Museum in Cincinnati, Ohio aptly has on display a “slave pen,” a 10 by 10 room in which newly purchased slaves were chained together, beaten, denied the use of their own language, taught a cryptic form of English, and assigned to either being a field-hand or house servant.
- [25] Melcher, at p. 5.
- [26] Mary E. Gill and John Goff, Joseph H. Kibbey and School Segregation in Arizona, *The Journal of Arizona History*, 21(3), 411. (Winter, 1980).
- [27] *Dameron v. Bayless*, 126 P.273, 274(1912).
- [28] *Id.*, citing to *Plessy v. Ferguson*, 163 U.S. 537 (1896).
- [29] Arizona Code of 1913, section 2750.
- [30] *Id.* Melcher, pp. 6-7.
- [31] *Collective Outrage: Mexican American Activism and the Quest for Educational Equality and Reform, 1950-1990*. Maritza De La Trinidad (unpublished dissertation – Department of History, the University of Arizona, 2008), pp. 84-102.
- [32] Luckingham, pp. 133-143.
- [33] Terry Goddard, *The Promise of Brown v. Board of Education: A Monograph* (March 2005).
- [34] Melcher at p. 1.
- [35] Merrill C. Windsor File at the Casa Grande Historical Society. Cited in Melcher at p. 6.
- [36] Melcher, p. 8
- [37] *Id.* at 7-8.
- [38] Luckingham, pp. 133-143.
- [39] Melcher, p.10
- [40] United States Department of Interior at p. 67.
- [41] *Heard v. Davis*, No. 77497. Judgment and Order, p.1. May 13, 1954.
- [42] *Heard v. Davis*, No. 77497. Memorandum Opinion, pp. 2-3 and 5. May 13, 1954.
- [43] Brown, p. 494.
- [44] Brown, p. 493.
- [45] Brown, p. 494.
- [46] Luckingham, at p. 162
- [47] *Id.* at p. 163.
- [48] *Id.* at p. 164.
- [49] Jay P. Heubert (Editor), *Law and School Reform: Six Strategies for Promoting Educational Equity*. (Yale University Press (2000), p. vii.
- [50] Luckingham at pp. 145-146.
- [51] United States Department of Interior, at p. 80.
- [52] Maritza De La Trinidad, *Collective Outrage: Mexican American Activism and the Quest for Educational Equality and Reform 1950-1990*, (unpublished Dissertation, 2008, p. 210).
- [53] *Id.* at pp. 210-219.
- [54] *Id.* at p. 220.
- [55] Melissa Landa, *Crossing the Divide the Divide: A Phenomenological Study of Childhood Literacy and Teachers who choose to Work with Children in High Poverty Schools*. (Unpublished Dissertation, 2007, p. 7).
- [56] United States Commission on Civil Rights, *Ethnic Isolation of Mexican Americans in Public Schools of the Southwest, Report I: Mexican Education Study*, (Washington, D.C.: U.S. Commission on Civil Rights, 1971). In *De La Trinidad*, supra at p. 220.
- [57] *Trinidad*, at p. 228.
- [58] *Id.*
- [59] *Id.*
- [60] *Id.*
- [61] Alan Greenspan, September, 2003 testimony to the United States Congress, 33rd Annual Legislative Conference of the Congressional Black Caucus, Washington, D.C. (September 26, 2003).
- [62] United States Department of Interior, p. 30.
- [63] *Id.* at 31.
- [64] Senator John McCain in acknowledging his defeat and conceding that Senator Obama had won the bid to be the 44th President of the United States said, “This is a historic election, and I recognize the special significance it has for African-Americans and for the special pride that must be theirs tonight. I’ve always believed that America offers opportunities for all who have the industry and will seize it. ... A century ago, President Theodore Roosevelt’s invitation of Booker T. Washington to dine at the White House was taken as an outrage in many quarters. America today is a world away from the cruel and frightful bigotry of that time.” Retrieved from www.forbes.com/2008/11/05/mccain-concession-phoenix-biz-beltway-cx.
- [65] United States Department of Interior, p. 31.
- [66] Children’s Defense Fund, 2007 Cradle to Prison Pipeline Report – Arizona.
- [67] *Id.* Alhambra Elementary School District is shown to have 17 suspensions of Black students for every 100 enrolled; Cartwright Elementary District has 12 suspensions of Black Students for every 100 enrolled, and Mesa Unified School District has 9 suspensions of Black students for every 100 enrolled.
- [68] J.R. Feagan. *Systemic Racism: A Theory of Oppression*. (Rutledge, 2006).
- [69] Randall. *America’s Whitest Law Schools*. <http://www.academic.udayton.edu/TheWhitestLawSchools/2005>
- [70] Pamela Fenning and Jennifer Rose, *Overrepresentation of African American Students in Exclusionary Discipline: The Role of School Policy*, *Urban Education*, 42(5), p. 536 (November 2007).
- [71] Linda M. Rafaele Mendez. *Predictors of Suspension and Negative School Outcomes: A Longitudinal Investigation in Johanna Wald and Daniel J. Losen (eds.), New Directions for Youth Development: Deconstructing the School to Prison Pipeline*, No. 99, (Fall 2003.).
- [72] *Race and Disability: Racial Bias in Arizona Special Education*.
- [73] Matthew Ladner. *Center for Educational Opportunity: Mislabeled Harms Arizona’s Minority Students*. Tucson Citizen (April 11, 2003).
- [74] Winkfield F. Twyman, Jr., *The Biggest Mistake of Her Life* (July 21, 2006). www.intellectualconservative.com
- [75] Joel Spring, a Native American scholar and author.
- [76] Lasana Hotep, *An Analysis of Arizona’s Education System and its impact on African Americans*. In *The State of Black Arizona*, (February, 2008), p. 42.



human capital and the state of blacks in arizona:

how about those METS!

by William F. Tate IV, Ph.D

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In the early part of the 21st Century, the impact of the extension of product and labor markets, expanded global competition, and infusion of technology in the latter part of the past century have significantly changed all sectors of the economy. Moreover, technological advances across science and engineering have radically altered the nature and quality of information available to citizens.

Many state and local governments have acted in response with bold campaigns to further develop the skills and understanding of citizens in their regions. States across the country have commenced endeavors to stress the significance of fostering capacity in science (Building Engineer and Science Talent, 2006; Battelle Technology Partnership Practice & SSTI, 2006). The motivation for capacity building in science is buttressed by two long standing national goals (Kamen & Benovot, 1992). First, states are seeking an economic benefit by amassing highly competent intellectual human capital. Second, a science education of superior quality is seen as foundational for building a literate citizenry who must be able

to make political and personal choices on the basis of contemporary bioscience, burgeoning technology, environmental science, and other areas of science and engineering influencing the human condition. Science education in the United States and Arizona, the focus of this paper, must attend to two interconnected challenges—the inadequate quantity of science literate citizens and the quality of school science learning experiences. These two challenges are captured in the outcomes of international comparisons of science achievement (Gonzales et al., 2004). According to the report, *Rising Above the Gathering Storm: Energizing America for a Brighter Future*, students in the United States fail to achieve at levels that

generate the desired competitive advantage relative to other countries (Committee on Prospering in the Global Society of the 21st Century, 2007). While the desired degree of competitive advantage is infrequently described in commentaries of this type, it is apparent that in national assessments of science proficiency, performance grows worse in later grades (Berliner & Biddle, 1997; Grigg, Lauko, & Brockway, 2006). The international and national science attainment developments are also a concern with respect to the aim of building a scientifically literate citizenry (Center for Science, Mathematics, and Engineering Education, 1998).

The state of Arizona has embarked on a set of human capital strategies that are directly and indirectly linked to the advancement of mathematics, science, engineering, and technology (METS). Discussions of education and economics include a renewed emphasis on METS education. Researchers, policymakers, and community leaders have argued that the opportunity to learn in METS disciplines is foundational to the attainment of economic access and full citizenship in the information technology era. In her 2008 State of the State Address, Governor Janet Napolitano out-

lined specific education priorities linked to METS. The priorities described include new expectations and standards mandating more mathematics and science in high school. In addition, the governor discussed the need to build an assessment system aligned with new and more rigorous graduation requirements. A renewed focus on early childhood education and kindergarten was highlighted in the address as well. Governor Napolitano stated:

“It’s also time to end the fiction that a high school diploma is the final goal of education or that a student should be allowed to drop out at the age of 16. An Arizona diploma should demonstrate that a student is fully prepared for higher education, whether in a technical or vocational setting, a community college, or a university. Yes, we should make reasonable alternatives available for students who can’t succeed in a regular classroom. And the dropout age should be raised to 18 years old...Our education system is linked to the needs of Arizona’s economic future. There is no separation. We need more teachers. We need more engineers, scientists, urban planners, water specialists and entrepreneurs. We have worked



ardently, from preschool to community college and university, to increase the quality of an Arizona education, and then to align education as a whole to the needs of Arizona's economy." (Napolitano, 2008)

The governor has argued that Arizona's economic future is linked to state-level advances in human capital development. While empirical evidence does not always support this logic, the argument is nevertheless important and worthy of additional commentary. The purpose of this essay is to describe relevant METS indicators with a specific focus on the status of Blacks in Arizona. The essay is organized into four sections. The first section is a brief and somewhat narrow review of the value of education. A full discussion of the value of education is beyond the scope of this essay. However, in light of Governor Napolitano's address and related vision, a short technical commentary is warranted. The second and third sections are an examination of indicators related to Black Arizonans and METS competencies. The essay will conclude with a set of recommendations to inform future research, policy, programming, and practices.

Value of Education

The purpose of this section is to describe the value of education in terms of individual economic benefit and broader benefits to a state. Day and Newburger (2002) developed a useful model to determine synthetic work-life estimates for full-time workers by educational attainment. Their model provides a framework to conceptualize the relationship between Black educational attainment in Arizona and work-life estimates. They created synthetic estimates of work-life earnings by using the working population's one-year annual earnings and summing their age-specific average earnings for people ages 25 to 64. The sum totals estimated what individuals with comparable educational levels could expect to earn, on average, in today's dollars, during a hypothetical 40-year work-life. According to Day and Newburger (2002), a typical work-life is defined as the period from age 25 through age 64. While the beginning and ending ages of a work-life vary, this range of 40 years provides a practical benchmark for many individuals. The resulting sums represent what individuals with the same educational level would expect to earn on average in 1999 dollars, in a hypothetical 40-year work-life.



Figure 1. Synthetic Work-life Estimates for Full-Time, Year-Round Workers by Educational Attainment (Numbers in 1999 dollars)

(Source: Derived from Jennifer Cheeseman Day and Eric Newberger, 2002)

	Work-life Earning Estimate ^[2]	Annual Average Earnings	Work-life Impact	Annual Impact
Not a high school graduate	\$950,100.00 (25,797)	\$23,752.50		
High school graduate	\$1,226,570.00 (14,583)	\$30,664.25	\$276,470.00	\$6,911.75
Some college	\$1,494,990.00 (29,240)	\$37,374.75	\$544,890.00	\$13,622.25
Associate degree	\$1,563,705.00 (46,903)	\$39,039.63	\$613,605.00	\$15,340.13
Bachelor degree	\$2,140,860.00 (35,559)	\$53,521.50	\$1,190,760.00	\$29,279.00

^[2] The numbers in parentheses when added to or subtracted from the estimate provide the 90 percent confidence interval.

The Current Population Survey (CPS) was used to generate the work-life estimates. The following equation describes the estimates, where work-life earnings equal the sum of all the average earnings of workers of each age from 25 to 64 years old. ^[1]

$$\text{work-life earnings} = \sum_{x=25}^{x=64} \text{average (earnings)}_{\text{age}(x)}$$

The work-life estimates of this model depend upon several assumptions. First, the estimates assume current cross-sectional earnings reasonably capture patterns in future earnings. Second,

the estimates do not take into consideration work history, past performance, or other factors that may influence pay. Third, the estimates do not take into consideration future productivity gains in the economy, and, therefore, the estimates may be low.

Figure 1 provides synthetic estimates of work-life earnings, average annual earnings, work-life impact, and annual impact. Using the category, 'Not a high school graduate' as the base, each level of educational attainment is compared with the base to provide a work-life impact estimate. On average, work-life earnings for a non-high school graduate are about 77 percent of the work-life

earnings of a high school graduate. The estimated difference in work-life earnings between a high school graduate and non-graduate is \$276,470. This difference is the work-life impact estimate. The estimated annual difference is \$6,911.

Figure 1 illustrates the positive relationship between educational attainment and work-life impact estimates. Although the estimates do not reflect a causal relationship, this synthetic model is a useful tool to think about the im-

portant role that education plays in work-life estimates for Blacks in Arizona. Other benefits associated with improving our education attainment may include: more state, local, and federal tax revenues; public services decreases; and greater social gains (see Belfield & Levin, 2007 for details on these advantages in the California context). Going forward, an assumption of this essay is that there is a relationship between Black Arizonans' educational attainment and work-life estimates.

^[1] To account for the limited sample size of the Current Population Survey, three years of sample data from the March 1998, 1999, and 2000 CPS were consolidated into a single data set for analysis. The earnings data were adjusted to reflect 1999 dollars using the Consumer Price Index. Additionally, average earnings were generated on consolidated age groups rather than on single years of age.

Excerpts from Economic Challenges and Opportunities: New paradigms for developing the 21st century workforce

By Rodrick Miller and Brett Hudson

...[A]s the American economy continues to struggle, African Americans and other minorities will suffer the worst part of this ugly economic decline if no definitive actions are taken. That said, opportunities abound from the policy, entrepreneurial, and community perspectives that aim to reverse the current trajectory and better the African American condition. Education, in the broadest sense of the word, is the single most important factor in determining how the African American community adapts and fares in the changing global state.

- Education is critical to long-term economic success, and education must be more global, interdisciplinary, and keenly focused on reasoning ability;
- Science, math, and technology are the cornerstone of innovation, and there is a direct correlation between innovation and economic opportunity;
- The African American community must take responsibility for the education of its population and seek a comprehensive array of public, private, and community options, as there is no singular solution to the complex challenges facing the African American community;...

The current economic trajectory for the African American community is not positive, and the consequences of non-action are dire.

...[T]he traditional models of education are inadequate for the demands of a 21st Century workforce in which the skills required to perform optimally change constantly. This new workforce must be able to learn continuously, analyze quickly, and solve problems in an interdisciplinary fashion. The current trajectory of the U.S. economy...should be viewed as a distinct opportunity to redefine what it means to be an American and, particularly, a Black American. Economic integration, technological disruption and convergence, and the fear of the decline of the American superpower provide a unique space in which to craft policy, engage the private sector, and build community.

Community Recommendations

- years of integration and policy discussions have failed to produce commensurate educational opportunities and equitable performance between Blacks and Whites. These traditional measures remain worthwhile points to continue to pursue; however, a model that recognizes the failures of the system and places the onus on community, parents, and community groups to bridge this gap is the most viable option for success in the near term.
- ...models must be developed around innovating in the way materials are taught in a culturally conscious and relevant way. These models must also force students to take a more active role, become engaged in, and find relevancy in their studies.
- The African American community must augment the traditional education model with extracurricular education that is culturally sensitive, affordable, and practical. It is especially important to focus on science and technology.
- African American students must be trained in foreign languages and cultures to take advantage of the opportunities provided by foreign investment in the U.S. and globalization.
- African Americans must partake in private-sector involvement in education to increase sectoral employment. "...We also need immediate and targeted investments in basic education for lower-skilled working adults" (Maguire, S. (2008, December 3). Jobs Going Begging in Some Fields. Retrieved 30 2009, 2009, from CNN: www.cnn.com/2008/POLITICS/12/02/maguire.job.training/index.html?iref=mpstoryview).

A full version of this essay is available to download at www.stateofblackaz.org.



Snapshot of Arizona Job Market

One focus of the discussion is on the educational background required to participate in the recent job market of the state. On the basis of the 2005 American Community Survey, EPE Research Center (2007) reported each state’s distribution of workers across the five job zones defined by the United States Bureau of Labor Statistics. The categories are outlined in Figure 2.

According to the EPE Research Center (2007), there is a positive relationship between job zone and salary. Typically, jobs in Zone 3 or higher require a high school diploma plus substantial post-secondary education or training as a minimum qualification. Figure 3 illustrates that nearly 53 percent of Arizona jobs are classified in Zones 3 and higher. This percentage is calculated by taking the sum of Zone 3, Zone 4 and Zone 5. This pattern is very consistent with the percentage of jobs in the United States classified in Zones 3, 4, and 5. Nearly 1.5 million jobs in Arizona were classified in Zones 3 and higher. The Arizona median annual income and median years of education required for jobs in Zone 3 and higher is \$40,666 and 13.5 respectively (EPE Research Center, 2007).

How does the Arizona job zone

pattern align with Black Arizonans educational attainment in the 2000 Census? In this report, the Glasper and Ramakrishna essay provides statistics necessary to consider this question. Their analyses of the 2000 U.S. Census came to similar conclusions—the majority of Black Arizonans are not attaining education beyond the high school diploma. What interventions and incentives might result in reversing this trend? The work-life estimates of jobs associated with Zones 3 and higher represent one incentive structure. The major intervention offered by any state in this country is its system of public education.

Threat to METS: Empty-Seat Problem

Arizona state standards in METS education may clearly spell out learning goals for all students that reflect a greater level of cognitive demand than once was deemed attainable. However, there are numerous challenges to achieving the METS goals spelled out in Arizona’s state standards. One challenge is what might best be described as the empty-seat problem. If students are not in school, they cannot learn METS subject matter as articulated in state standards. School dropout is a direct threat to the advancement

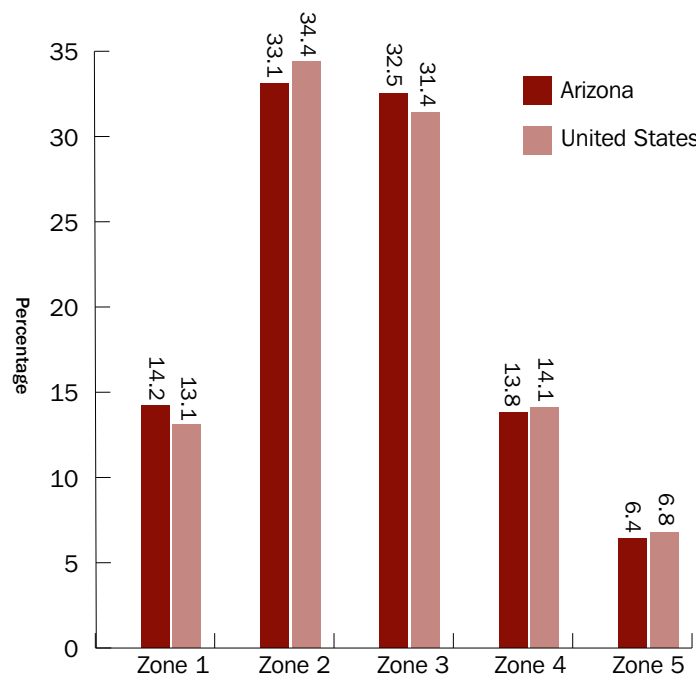
Figure 2. Job Zones, Categories linking Educational Attainment and Jobs

(Source: EPE Research Center, 2007)

Zone 1	Requires high school diploma or GED, formal training sometimes required to obtain a license
Zone 2	Requires high school, perhaps some vocational training or job-related experience; associate’s degree or bachelor’s degree could be needed
Zone 3	Vocational school, on-the-job experience, or an associate’s degree, bachelor’s degree sometimes required
Zone 4	Bachelor’s degree, but some do not
Zone 5	Bachelor’s degree is the minimum requirement; some require graduate education

Figure 3. Percentage Distribution of Workers by Job Zones, Arizona and United States

(Source: EPE Research Center, 2007)







of the METS workforce and related literacy in Arizona's Black community. Failure to complete high school is also financially devastating if work-life income estimates are accurate. According to the Arizona Department of Education (2008), nearly 3,800 Black Arizonans were classified as school dropouts in the three academic years beginning in 2005.^[3]

What are some of the predictors and moderating influences on dropping out of school? It might be surprising to learn that some METS indicators are related to dropout patterns. Neild and Balfaz (2006) examined 8th grade data for the entire first-time freshman cohort in the Philadelphia school district. This cohort of students constituted the projected high school graduation class of 2000. The cohort study identified two factors from 8th grade that gave students at least a 75 percent probability of dropping out of school: 1) having an 80 percent or lower attendance rate in 8th grade (that is, missing at least five weeks of school), and 2) earning a failing final grade in mathematics and/or English during 8th grade. More specifically, of the

8th-graders who attended school less than 80 percent of the time, 78 percent became high school dropouts. In addition, of those 8th-graders who failed mathematics, 77 percent dropped out of high school.

In their review of the dropout prevention research literature, Kennelly and Monrad (2007) discovered that mathematics performance in 6th grade was related to on-time graduation from high school. In addition, their report recommended implementing a system of catch-up courses, benchmarking, progress monitoring, and specialized high school-preparatory classes to improve the transition to high school. The report also suggested that educators monitor first-quarter and first-semester freshman grades and offer academic supports immediately to those who are failing or on track for failing.

Other factors are also related to school dropout. According to South, Haynie, & Bose (2007), adolescent residential and school mobility is linked to an increased risk of dropping out. Their study found an increased risk of dropping out among mobile and non-

mobile students attending schools with high rates of mobility. This finding was partially attributable to lower levels of school attachment and weaker academic achievement in high-mobility schools.

Other important predictors related to school dropout are family characteristics including: socioeconomic status, family structure, family stress (e.g., death, divorce, family mobility), and mother's age. Alexander, Entwistle, and Kabbani (2001) reported that students classified as low-socioeconomic status (SES) had a dropout rate four times higher than students of higher SES. According to a United States Department of Education report (1999) and Bridgeland, Dilulio and Morison (2006), students drop out of school because of social and academic reasons including:

- Don't like school
- Perception that adults in school do not care about students
- Failure to develop sufficient comfort in school setting
- Poor academic achievement
- Retention at a grade level

Dropping out of school is often based on the cumulative effect of many factors over time. If METS advancement is the goal for

Arizona, and with Black Arizonans in particular, then the drop out phenomenon must be addressed. This problem is directly related to the challenge of generating greater work-life income, employment opportunities, and overall value-added to the return on Arizona's investment in human capital.

METS Attainment: College Readiness

The ACT examination is a curriculum-based measure of college readiness. ACT components include measures of academic achievement in mathematics, science, English, and reading. The ACT test is not a mandatory college entrance examination. Many post-secondary institutions require the SAT. Some institutions of higher education do not have testing requirements as part of their admission process. Moreover, some high school students are not pursuing college study. Thus, these students may choose not to take the ACT. As a result of these factors, the ACT is limited for purposes of system-wide evaluation. However, nationally the number of Black students taking the ACT is on the rise. In 1998, 100,647 Black students took the ACT ("The Widening Racial Gap in ACT College Admission Test Scores," 2008). A decade later in

^[3] The dropout figure was calculated based on the Arizona Department of Education annual dropout rate studies conducted on the 2005-2006, 2006-2007, 2007-2008 academic years. The reports can be found at the website listed in the reference.

Figure 4. ACT College Readiness Benchmark Scores

(Source: ACT, 2008)

ACT Subject Test	Benchmark Score	Corresponding College Coursework
Reading	21	Social Sciences
Mathematics	22	Algebra
Science	24	Biology
English	18	English Composition

Figure 5. Percentage of Black Arizona in 2008 High School Graduating Class attaining ACT College Readiness Benchmark Scores (N=444)

(Source: ACT, 2008)

ACT Test	Percentage Attaining Ready Score	Percentage Not Ready
Reading	35	65
Mathematics	23	77
Science	9	91
English	48	52
All Four	6	94

2008, more than 178,000 Black high school seniors took the ACT, an increase of 77 percent. The ACT scale scores range from 1 to 36. For Blacks, the 2008 median composite ACT score (average of the reading, mathematics, science, English scores) was 16.9. The average composite ACT score for Black Arizonans in the five-year period between 2004 and 2008 has ranged between 18.4 and 18.8 (N = 1944) (ACT, 2008). The composite score is a useful measure to compare performance across demographic groups, however, a close examination of Black Arizonans' specific discipline-based college readiness is possible.

The ACT reports college readiness benchmark scores. A benchmark score is the minimum score linked to a 50% chance of attaining a B or higher or about a 75% chance of earning a C or higher in the corresponding credit-bearing college course. The benchmark scores are calculated based on empirical studies of actual performance by college students. Figure 4 provides the ACT college readiness benchmark scores.

Figure 5 reports the percentage of Black Arizonans in the 2008 high school graduating class attaining ACT college readiness benchmark scores who took the

examination. The data provide insight into the college readiness of this self-selected group of 444 Black Arizonans.

The ACT college readiness benchmark scores in content areas directly related to METS preparation, mathematics and science, indicate a large majority of the examinees were unprepared for college level study in these areas. A majority of the 2008 examinees also were not prepared for college level study in English or the social sciences. Historically, an important school factor related to ACT test performance is an opportunity to study in a cognitively demanding college preparatory curriculum. Many states including Arizona have recognized the need to provide all students with a more demanding high school program of study. There are two related policies that are not generally mentioned when new, more rigorous high school standards are implemented. The first is that new, more demanding standards in grades 9-12 require a highly competent secondary teaching workforce. This is especially true in METS education. Hoglebeand and Tate (in press) found that schools with more concentrated percentages low-SES and minority students achieved higher science proficiency scores when they had



a greater percentage of courses taught by highly qualified teachers and more of their teachers were regularly certified. A second related policy that is often not mentioned is that new, more demanding secondary standards require a system-wide effort to prepare students in elementary and middle schools.

Final Remarks

The call for greater METS understanding and skills in Arizona secondary schools is an important signal and opportunity. However, achieving desired outcomes will require a system-wide effort. Attaining the METS competencies associated with college readiness is strongly linked to cognitive-based employment skills, work-life income, and a broader set of societal benefits. An ACT study (2006) demonstrated that college readiness skills as measured by the ACT examination are the same mathematics and reading proficiencies required for specialized vocational employment. Many vocational jobs require a high school diploma and some additional training. These opportunities would be classified in Zones 3 and higher in the EPE assessment. In sum, whether pursuing college at-

tainment or specialized workforce skills, Black Arizonans require a high quality METS education. To achieve this reality will necessitate sustained public-private partnerships and extraordinary civic capacity. The recommendations that follow are offered to support the advancement of not only Black Arizonans, but all citizens of the state.

- Collective cognition matters when the goal is sustained reform of METS education. To that end, the state of Arizona in partnership with universities, civic organizations, and corporations should invest additional funds into the advancement of the Arizona Initiative for Mathematics and Science or a complementary effort.^[4] Distinguishing features of this initiative should include a comprehensive METS-related data archive, geographic focus on science attainment and industrial development, engagement with a range of stakeholders, and clear commitment to communicating research findings to many publics (see Tate, 2008). A particular focus of the

“ Dropping out of school is often based on the cumulative effect of many factors over time. If METS advancement is the goal for Arizona, and with Black Arizonans in particular, then the drop out phenomenon must be addressed.”

research function should be on the state of affairs associated with racial/ethnic groups in METS education.

- Engineering change requires sound indicators that describe the nature and extent of system-wide progress. The state of Arizona should conduct predictive validity studies of current METS related indicators. It is not clear how useful current measures are for supporting the advancement of school improvement in underserved communities. It is very important for educators, parents, and the community to understand the utility of a measure. It appears that like the state of Michigan, the Arizona State Department of Education should investigate the potential value-added of using the ACT (or a similar indicator system) as a key measure for secondary

schools (see JBHE, 2008). As outlined in this essay, the ACT has conducted predictive validity studies relating its scoring system to college and workplace readiness. This type of information is vital to public understanding of METS education.

- Differences in academic achievement and attainment among racial/ethnic groups reflect the fact that the variation in family resources is greater than school resources (Miller, 1995). This family resource gap can be addressed by developing funding and infrastructure to support pre-teen and teen programs (before and after school) that focus on both academic and non-cognitive skills and understandings. This effort should be supported by state and foundation funding. Local civic and social organizations are often

^[4] See <http://educationpartnerships.asu.edu/content/arizona-initiative-math-science-education>

the appropriate implementers of teen programming.

- Investigate the potential of making engineering a core high school experience. Traditionally, engineering programs have been part of desegregation magnet programs designed to court middle-class families. Arizona state standards in mathematics and science provide the foundation to expand into comprehensive engineering education in secondary schools. The state of Arizona should establish engineering education standards and a teacher certification program in the area of engineering. Arizona universities and colleges would need to comply and develop engineering certification programs.
- More rigorous METS standards and ambitious graduation targets call for high quality teachers. The state of Arizona and school districts must ensure that low-SES/high minority schools have a full complement of METS certified teachers (and in other school subjects and elementary school as well). This is generally a school district function. However, it is vitally important that

the State of Arizona and the corporate community create economic incentives to support the recruitment and retention of a high quality METS education workforce in both elementary and secondary schools.

- Adults have transitioned out of the Arizona K-12 education system. Unfortunately, many will not have the skills to compete in a technology-based economy. The State of Arizona, local school districts, civil rights organizations, and other civic actors have the potential to assist young adults. The revenue and organizational structure to create and promote METS education opportunities and other developmentally appropriate programming (academic and social skills development) for young adult learners presents an opportunity for a joint civic capacity building effort. ■

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bridging the gap:

sustainability and higher education

by Chancellor Rufus Glasper, Ph.D and Pushpa Ramakrishna, Ph.D
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The United States is facing myriad challenges today with the state of the economy, the energy and climate crisis, the lack of equitable healthcare, the increasing costs of higher education, national and global security issues, and the planet's diminishing resources combined with increasing consumption and population. It is critical for higher education to take a leadership role and find novel ways to help address these immense issues.

Educating responsible and informed citizenry as well as the leaders of tomorrow in order to bring about ecological and social equity among the different strata of society is critical to improving quality of life for all people today and for future generations. What would be powerful and effective is a thematic-based education under whose umbrella it is possible to not only address many aspects of the above challenges, but to also integrate instruction across academic disciplines while connecting to real-life experiences. The subject of sustainability is an ideal theme for cross-disciplinary education and workforce development. Sustainability includes

improving the quality of life for present and future generations and encompasses social and racial equity, economic freedom, and health and environmental justice. The Brundtland Commission (1983) defined sustainable development as “meeting the needs of present generations without compromising the ability of future generations to meet their own needs.”

The United Nations has designated the years 2005 to 2015 as the decade of education of sustainable development. According to the American Association of Community College's resolution on global sustainability, “Sustainable development means simultane-

ously creating flourishing ecosystems, healthier communities, and stronger economies. Education for sustainable development recognizes that more informed choices as consumers, investors, workers, and community members can improve the quality of life for us and for people around the world. As globalization continues, our students need the knowledge and skills to help build a sustainable society” (AACC, 2007). Higher-education institutions need to prepare our students with a strong educational foundation to be a productive and flexible workforce and to train them specifically for green jobs.

Correlation Between Quality of Life and Educational Attainment

National Trends

In order to improve quality of life among people of all races, U.S. census data was analyzed and compared between African American and White populations. Quality of life can be measured by comparing trends in poverty level and educational attainment between populations. For purposes of clarity, simplicity, and ease of reading, a comparison of the population of Blacks/African Americans and the

population of Whites only will be used in this essay. For our complete analysis, please download the full version of our essay from www.stateofblackaz.org. In short, we find the following:

- A Census 2005 analysis of 30-year data comparison shows only a marginal decrease in percentage of poverty rate of African Americans compared to White Americans (Kruse, 2006).
- When comparing the educational trends from 1975 to 2005 for high-school graduation rates, African American graduation rates are approaching the rates for White Americans for high-school graduation. However—
- The higher education trend for African Americans is improving at a much lower rate.
- While the high-school education rate has improved significantly, the comparative poverty rate has not improved.
- And as William Tate's essay in this volume suggests, the times require individuals to have more knowledge-based education than skills-based education. This is particularly true for African American Arizonans.

Trends in Arizona

Arizona's total population according to Census 2000 (p. 2) is 5,130,632 people. The number of Blacks/African Americans in Arizona is 158,873. Figure 1 illustrates a comparison of household income between the Black/African American and White population in Arizona. Analysis of Figure 1 shows that 44.2% of the Black/African Americans household income is less than \$29,999 as compared to 31.9% of White households. 4.7% of White households make over \$150,000 whereas only 2.1% of the Black/African American households make over \$150,000. A study of the educational attainment data for Arizona demonstrated that 81% of Blacks/African Americans have a high-school diploma or higher and 23.5% have a bachelor's degree or higher. The trend in Arizona also shows that a college education helps improve quality of life for present and future generations.

Figures 2 and 3 provide a comparison of geographic distribution of African Americans/Blacks (Fig. 2) versus Whites (Fig. 3) in Arizona by county. The Black/African American populations are concentrated in Maricopa, Pima, and Pinal counties. There are fewer Blacks/African Americans in rural Arizona.

Since 72% of Blacks/African Americans live in Maricopa County, this essay will focus mainly on Maricopa County. The population of Maricopa County is 3,072,149, of which 2,376,359 are White and 114,551 are Black/African American. For Maricopa County, the Black or African American poverty rate is 20% as compared to 6.3% for Whites (126,343/ 2,006,481). These staggering disparities point to the great economic burden facing the Black/African American community with issues of unemployment, rising energy costs, drought, and pollution. Higher education and training in workforce development could help bring people out of poverty. The community college system provides a bridge for students from poverty to prosperity.

Figure 1. Comparison of Household Income between Blacks/African Americans and Whites in Arizona

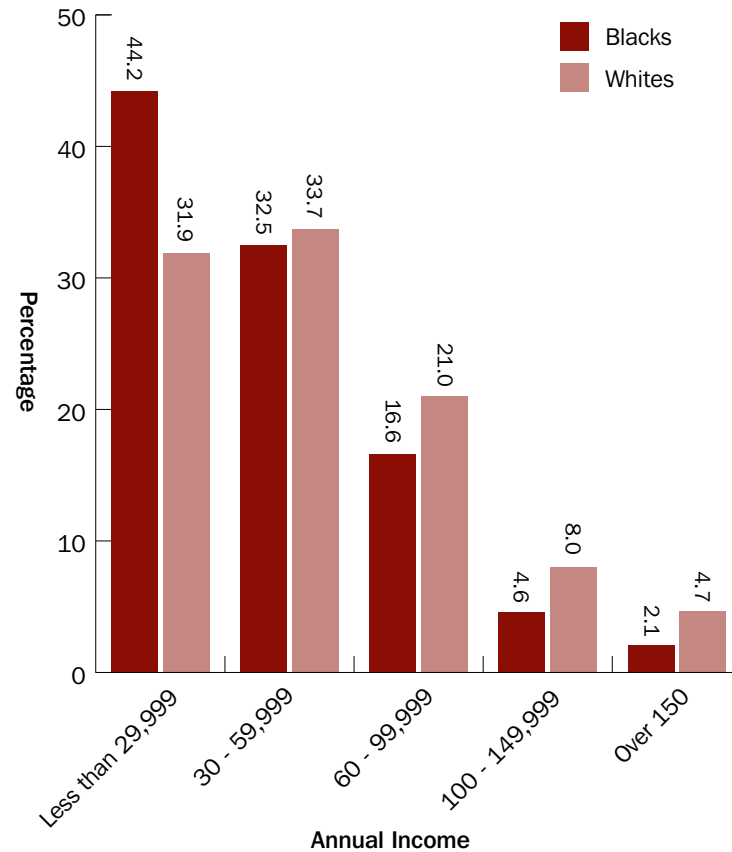


Figure 2. Blacks/African Americans in Arizona by County
 (Source: American Fact Finder - US Census Bureau, 2000)

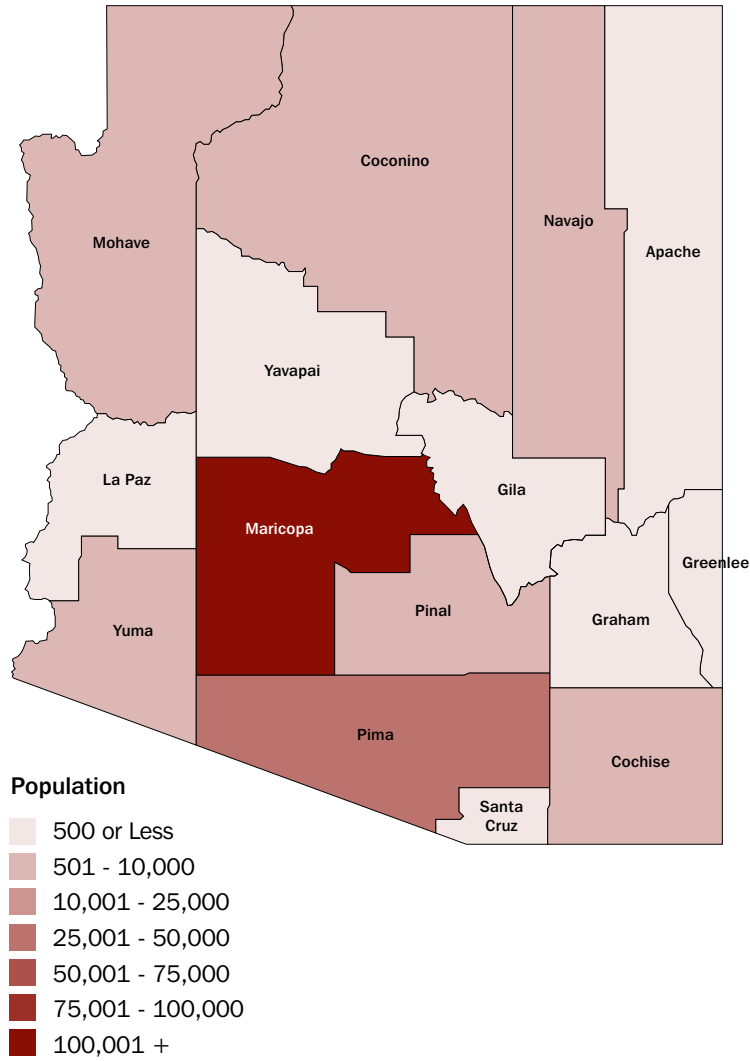
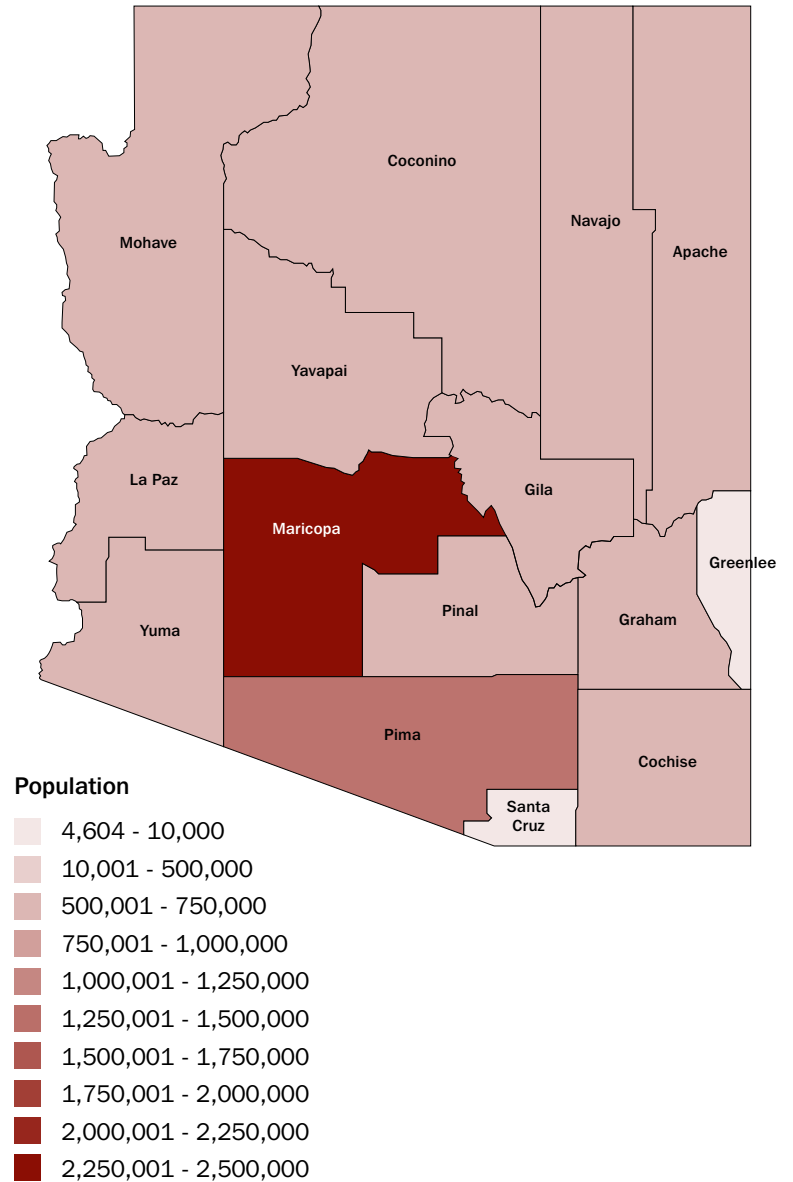


Figure 3. Whites in Arizona by County
 (Source: American Fact Finder - US Census Bureau, 2000)



“As educators, we have a strong moral responsibility to have discussions on environmental justice and social equity issues as a part of education for every student. This will help pave the path to economic freedom for our students. It is our duty to preserve, protect, and cherish our earth for future generations. A Native American proverb states, “We do not inherit the earth from our ancestors; we borrow it from our children.” Improving the quality of life for our future generations is critical so that we can live on this earth on a sustainable basis.”

Maricopa County Community College District

Maricopa County Community College District, one of the largest community college districts in the United States, has over 250,000 students and strives to bring quality education to all people in an affordable manner. The Maricopa Community Colleges, comprised of 10 colleges, two skill centers and numerous education centers, are dedicated to educational excellence and to meeting the needs of businesses and the citizens of Maricopa County. Figure 4 and Figure 5 compare the poverty rate of Blacks/African Americans and the White populations in the Maricopa service areas.

In the combined areas surrounding Phoenix College, Gateway Community College, and South Mountain Community College, 16.05% of Whites and 25.69% of Blacks are in poverty. In the Estrella Mountain Community College service area, as defined by the college, 9.58% of Whites and 19.17% of Blacks are in poverty.

Such glaring disparities in the poverty level are a call for action. It is a call to help those in the Black/African American community in these areas and across Arizona who are living in poverty. It is a call to end hunger, find affordable housing, educate, train, and help

people get employment. It is to make health care affordable so that no child suffers from treatable diseases, and to help with issues of air and water pollution. In order to create such healthy, vibrant communities, the people living below the poverty level need to be educated and trained for new jobs such as green jobs.

In Arizona, for a family of four, wages below \$20,446 are considered below the poverty rate (Figure 6). Whereas to live life well in Arizona, a family of four needs to make \$55,369. In Maricopa County (Figure 7), for a family of four, the poverty rate is the same as for Arizona, but in order to live well, a family must earn \$61,006 (Living Wage, 2008).

A call to action is required in order to help people move out of poverty wages and into living wages. This requires the creation of green job opportunities through training and education. The majority of green jobs require at least a two-year degree after high school and act as a good stepping-stone for increasing family wages and moving upwards to a livable wage. It is imperative that higher-education institutions work together to offer programs to educate people on green jobs.

Figure 4. Maricopa Community Colleges 2000 Census Black/African American Poverty Rate by Census Tract
 (Source: US Census 2000)

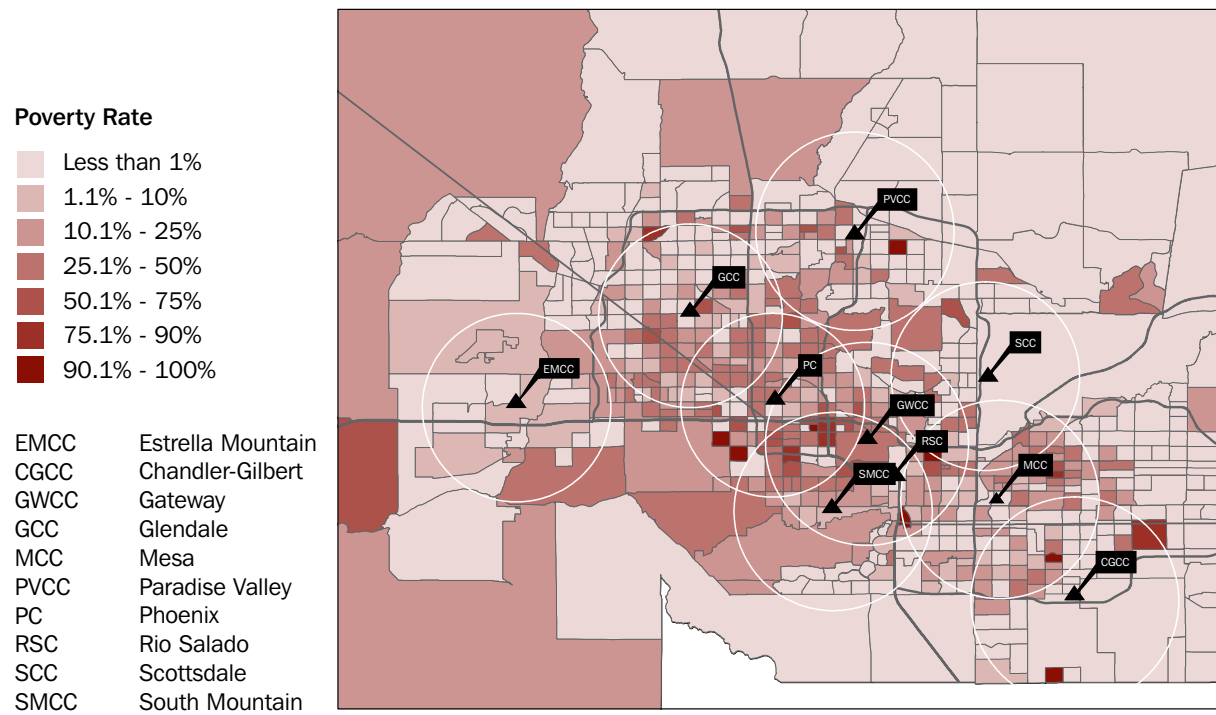


Figure 5. Maricopa Community Colleges 2000 Census White Poverty Rate by Census Tract
 (Source: US Census 2000)

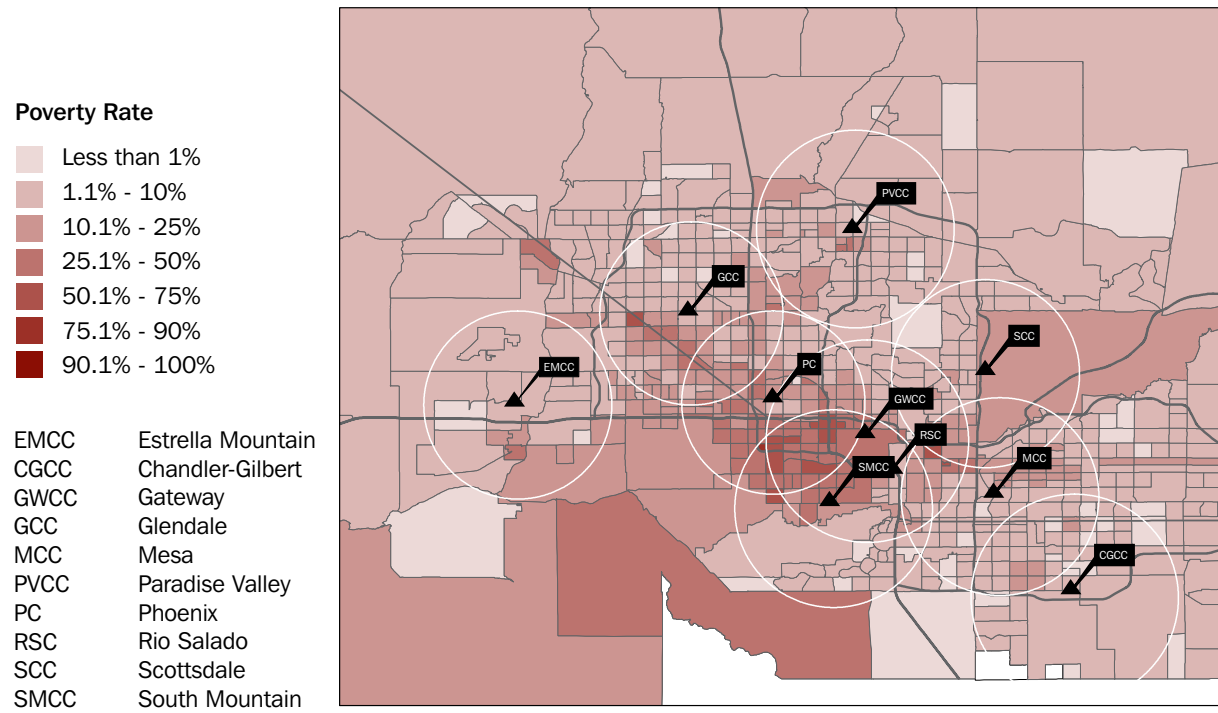




Figure 6. Arizona Wages
(Source: Living Wage, 2008)

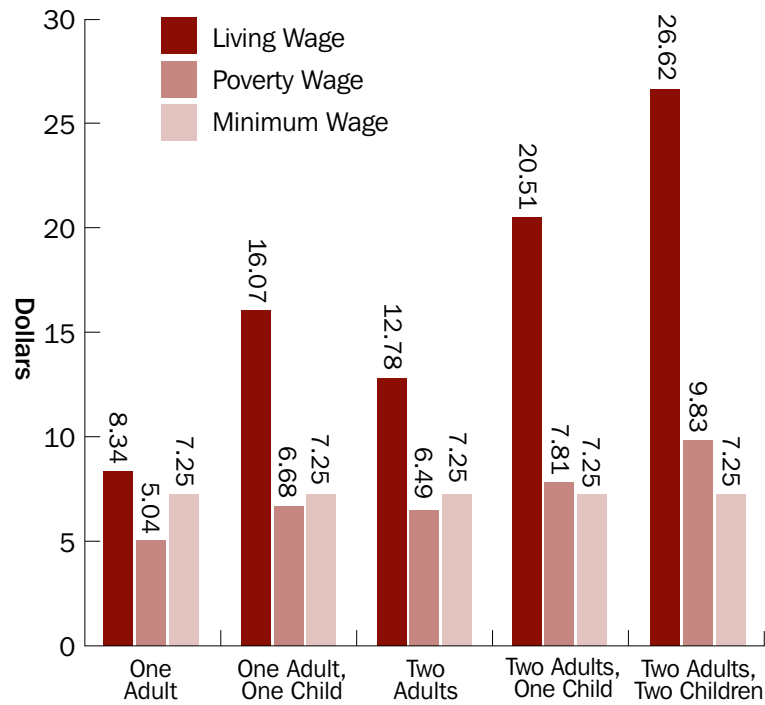
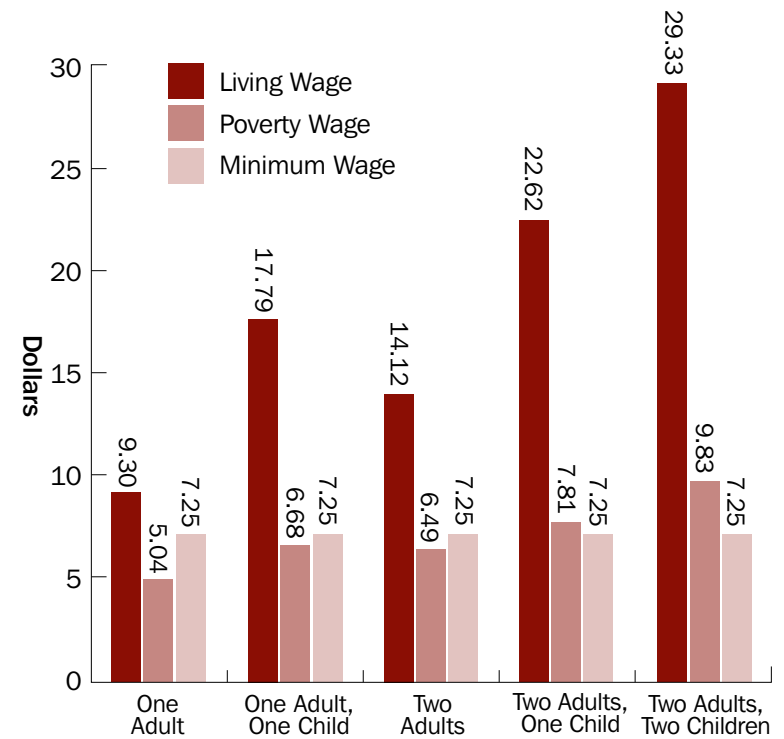


Figure 7. Maricopa County Wages
(Source: Living Wage, 2008)



Excerpts from Grandma's Green:

The key to sustainability in the African American community may simply be in putting it to work to improve quality of life

By George Brooks, Jr., Ph.D.

Since its arrival on this earth, mankind's primary occupation has been to improve its quality of life. Most of the countless innovations and achievements, both good and bad, created over our species' thousands of years of existence have a foundation in this one simple fact. An excellent example of this reality is provided in how African Americans made ingenious use of the resources and tools at hand in order to survive slavery, Jim Crow, and all of related challenges to their progress (Nalebuff and Ayres, 2003; Whitaker, 2005, 2008; Alozie, 2008). To maintain their/our dignity with hope for a better future and higher standard of living, we literally had to "make a way out of no way." Within this history lies the context for us to Flip the Script within the sustainability argument. Consider then the question, what if the goal of Sustainability was changed from its current environmental focus to improving human quality of life?

....The redefinition of Sustainability I propose is not a new concept. It is part of most cultures that our grandmothers knew well and put to good use. Consider what our grandmothers and great grandmothers who lived through the depression did to prosper.... They knew that to survive they had to keep their family and community together, healthy, housed and well fed. They knew how to stretch a dime and turn it into a dollar, plant a garden; reuse, renew, rebuild; and how to do more with less. They knew how to create value. They knew how to sustain. Our grandmothers were green (Brooks, George B. 2008. Grandma was green. Southwest Green magazine. HYPERLINK "<http://www.sw->"www.sw-green.com. 1 (1): 4-5.)

....As did our grandmothers, there are today individuals and agencies that are using these rules to harness the power in sustainability and improve the quality of life within Arizona's African American community. For Example: In November of 2008, Knowledge, Education, Youth and Society (KEYS) launched a garden planting and community center renovation at the KEYS Community Center main site (South Mountain Village, Phoenix). More than 100 youth, residents, master gardeners, and members from local churches attended.

- Starting with a small test garden, neighborhood youth began to learn the concepts of applied sustainability. They were taught how personal responsibility and an eco-friendly strategy could leave a positive footprint on the earth while helping their community and their families at the same time. Some of the vegetables produced were also to go back to the KEYS pantry demonstrating servant leadership. All of these things combined provided the students with the foundations to become the Green Collar workers of tomorrow and to create sustainable value in their communities today.
- The youth participating in this program that were initially very disconnected and uncaring about their neighborhood are now starting to show pride in their work. In addition they are now starting to take the skills learned here back to their homes.

A full version of this essay is available to download at www.stateofblackaz.org.



Training and education for the green job revolution

To help mobilize people out of poverty and prepare them for green jobs, higher-education institutions in Arizona have begun community-oriented education that integrates green concepts and sustainability themes into the curriculum. Curricula are being revised to include problem-based and service learning. Discussions on science, technology, and society are being incorporated in the classroom. Through such programs, instead of just a few leaders and environmentalists talking about the green economy, more people can take the initiative; they can look for educational and training opportunities and find ways to better their quality of life. As environmental lawyer and activist Van Jones said, “We want to build a green economy strong enough to lift people out of poverty. We want to create green pathways out of poverty and into great careers for American children. We want this green wave to lift all boats. This country can save the polar bear and people, too” (Jones, 2008, p. 16). The variety and range of green jobs are great and provide opportunities for entry-level positions and significant advancement. People living in low-income neighborhoods are more vulnerable to environmental injustice due to effects of soil,

water and air pollution. According to the Climate of Change Study (Hoerner & Robinson, 2008, p.12), “African Americans are far less responsible for global warming pollution than non-Hispanic Whites. African Americans are responsible for only 9% of carbon dioxide emissions, in contrast to 76% for non-Hispanic Whites.” Though not as responsible for the actions causing the climate change, Blacks/African Americans are more vulnerable to the effects of climate change due to harsher weather patterns, drought, and energy costs in Arizona. One way to combat inequity is through education and awareness of issues about climate change.

The higher-education institutions in Maricopa County are well positioned to prepare students for the imminent green job revolution. Arizona State University’s School of Sustainability (SOS) has the first program in the United States that offers a full-fledged degree in sustainability geared for the 21st century. Arizona State University’s SOS program is bringing about multidisciplinary learning approaches and community engagement; students are exposed to innovative problem solving in sustainability through interconnections between research domains and curriculum. SOS works closely with ASU’s Global Institute of Sustainability (GIOS) to provide

“ We want to build a green economy strong enough to lift people out of poverty. We want to create green pathways out of poverty and into great careers for American children. We want this green wave to lift all boats. This country can save the polar bear and people, too.”

Van Jones, Environmental Lawyer and Activist

a comprehensive program for students that bridges education, research, and partnership with businesses in the community for internship opportunities. Through offerings of a B.A. or a B.S. degree in sustainability, students learn about factors that determine the sustainability of human institutions, organizations, cultures, and technologies in different environments.

In order to build a knowledge-based workforce and help create a better informed citizenry and leaders of tomorrow, the Maricopa Community Colleges are also taking a leadership role for the green revolution. The Maricopa Community College governing board has adopted a sustainability resolution. In addition, Chandler-Gilbert Community College has incorporated sustainability and global learning into the college’s strategic plans for 2007-2012. The colleges have made a commitment to sustainability and built it into the curriculum as well as into campus operations and service to the

community. The Maricopa Sustainability Initiative strives to educate and inspire students toward making the world more sustainable for future generations. It is an ad hoc group that exchanges ideas regarding learning pedagogy, innovative teaching and best practices. Through articulation pathways, students from Maricopa Community Colleges can effectively transfer to Arizona State University programs.

Arizona State University and seven of the Maricopa Community Colleges have joined national initiatives such as the National Teach-In held on January 30-31, 2008, and February 4-5, 2009. The National Teach-In events are important because they foster discussion in a holistic non-ideological manner among millions of students across the nation. Due to the efforts of the Maricopa Sustainability Initiative at the Maricopa Colleges, thousands of students gathered together to discuss solutions for climate change on diverse topics

such as the intersection of race, ethnicity, and sustainability; and understanding our individual and national carbon footprint; and the future of food and energy. Students engage in a multidisciplinary dialogue with a global perspective on key sustainability issues among classes such as biology, economics, English, history, math, political sciences and, women's studies. Through partnerships among the ten colleges, Maricopa County Community College District has worked to energize students about sustainability.

Local political leaders have been invited to the colleges so that students are able to ask questions and dialogue about public policy, energy, and social issues relating to climate change. Many times legislation is drafted without any input from the community, and views of people of color from low-income neighborhoods are not often sought out. Programs where political leaders are brought into dialogue with students in order to answer hard-hitting questions can bring about positive change in the community. Service-learning programs in higher-education institutions can be used to make people more aware of community issues. Community colleges and the communities they serve are interwoven. For example, the service area of GateWay Community College has a Superfund

site. Discussion about the issues related to industrial pollution of ground water systems in college classes and through service-learning projects makes the education more pertinent and beneficial to the students, thus motivating them to learn. Education can empower students with knowledge and help them become agents of broad-based societal change in the community. There are many community-oriented programs that can help one become educated about sustainability and green jobs.

Green jobs

A political mandate for the green economy is the first step in the creation of green jobs. President Barack Obama has created a mandate for change by putting together a new energy plan (Obama, 2008), which will:

- Provide short-term relief to American families facing pain at the pump;
- Help create five million new jobs by strategically investing \$150 billion over the next 10 years to catalyze private efforts to build a clean energy future;
- Within 10 years, save more oil than we currently import from the Middle East and Venezuela;
- Put one million, mostly American-made, plug-in hybrid cars that can get up to 150 miles per gallon on the road by 2015.

- Ensure 10% of our electricity comes from renewable sources by 2012, and 25% by 2025; and
- Implement an economy-wide cap-and-trade program to reduce greenhouse gas emissions by 80% by 2050.

President Obama said, "Today we begin our work in earnest of making sure that the world we leave our children is just a little bit better than the world we inhabit today" (Obama, 2008). Higher-education institutions need to prepare themselves for the education and training of students for the five million new jobs that are going to be created according to Obama's energy plan. Students in Arizona will need to be ready for the imminent green job revolution.

According to the Maricopa Community Colleges Workforce Development Office (2008), some of the key industry areas where people can get educated and trained for green jobs are alternative energy generation (solar, wind, geothermal, etc.); automotive production, repair, and conversion related to alternative fuels; food production using organic and/or sustainable techniques; green building, landscaping, and retrofits to increase efficiency and conservation; recycling, composting, and use of recycled materials in new products; hazardous waste reme-

diation; manufacturing related to a wide range of sustainable technologies (alternative energy, alternative transportation, sustainable home products, etc.); parks/open space maintenance and expansion; public transportation; and water and wastewater treatment.

This is a great opportunity for Blacks/African Americans to get trained and educated to acquire the knowledge and skills needed for green jobs. Higher-education institutions need to position themselves to retrain the workforce for green jobs such as retrofitting old buildings. Nearly 40% of energy is wasted through old residential and commercial buildings. There is a need for a trained workforce to retrofit old buildings and also to construct new buildings that are energy efficient with renewable energy systems. Companies that produce renewable energy such as solar, wind, and geo-thermal systems create more green jobs and also help conserve energy and put power back onto the national grid. There are companies such as HDR that link students to internships and job opportunities in sustainability (HDR, 2008). Due to the abundance of sunlight in Arizona, solar companies Solano and Starwood Solar, in partnership with the power company APS, are planning to open two of the largest solar power plants in the nation in 2012 and 2113 respectively.

These solar plants are geared to serve over 143,000 Arizona homes. Such investments in solar-energy industries can triple the number of green jobs in Arizona. The Salt River Project (SRP) operates a 200-kilowatt photovoltaic system at the Agua Fria Generating Station in Phoenix, as well as two 100kW PV systems installed at the Rogers substation in Mesa through the SRP's EarthWise Energy program. Partnerships between companies and higher-education institutions can help in workforce development for green jobs.

Recommendations to Create an Economic Engine through an Educational Pipeline for Green Jobs

- Each college will set up a sustainability task force comprised of community leaders and members from feeder high schools and the universities. The job of the task force is to oversee sustainability programs, set the curricula to foster the needs of the workplace, and ensure that colleges adhere to the Maricopa Sustainability Resolution.
- Each college will partner with community groups such as the U.S. Green Building Council, Sierra Club, Green Chamber of Commerce, and professional associations such as the American Institute of Archi-

ects to create service-learning opportunities for students. This will help create an awareness of community issues and integrate it into the educational experience.

- Each college will partner with institutions such as the Greater Phoenix Black Chamber of Commerce, Greater Phoenix Economic Council, Greater Phoenix Urban League, Opportunities for Industrial Council and various chambers of commerce for mentoring and internship opportunities for Black/African American students.
- Each college will create interdisciplinary faculty teams across the sciences, economics, business, and social sciences to provide opportunities for relevant student-led projects.
- Each college will encourage the Black/African American youth of Arizona to become active in national organizations such as the Hip Hop Caucus, Step It Up, League for Young Voters, Energy Action Coalition, Power Vote and the Environmental Justice and Climate Change Initiative.
- Each college will create a 2+2+2 educational pathway for students. The sustainability education pipeline creates bridges between the last two years of high school with two





years at a community college, and finally with the last two years at a university. Articulation and transfer pathways between the Maricopa Colleges Sustainability programs with ASU's School of Sustainability will enable a smooth transition for students. Such bridge programs are especially useful to attract students into college classrooms and programs that will allow students to transition into green jobs.

- Each college will identify at-risk Black/African American high-school students and provide internship opportunities for them by partnering with industries. The industry then provides scholarships for students to attend higher-education institutions.
- Partner with businesses to have mentoring opportunities, practicum, guest lecturers, etc.

It is important for educators to use a positive approach to the myriad of issues facing today's society, and to focus on solutions. Higher education and training for jobs can enable people of all races to attain economic independence. Education and economic freedom leads to improved quality of life, the ability to afford rising health-care costs and combat pollution problems.

The interdisciplinary nature of

sustainability education enables students to take action in their own lives, get involved in campus culture and bring about change in the community. It is critical to educate students to become well-informed responsible citizens who want to create a positive impact in this world. President Obama's personal example of using education to get out of poverty is inspiring to all people nationally and globally. With a leader such as President Obama, there is hope for all people of all races. In addition, his energy policy and call for green jobs can help the nation at this time of financial crisis. The creation of five million green jobs under President Obama's plan is a mandate for higher-education institutions across the country to train and educate people for green jobs. President Obama's efforts to bring about sweeping social change can help lift the nation from the crisis that it is facing today.

As educators, we have a strong moral responsibility to have discussions on environmental justice and social equity issues as a part of education for every student. This will help pave the path to economic freedom for our students. It is our duty to preserve, protect, and cherish our earth for future generations. A Native American proverb states, "We do not inherit the earth from our ancestors;

we borrow it from our children.” Improving the quality of life for our future generations is critical so that we can live on this earth on a sustainable basis. In addition to educating students for the green economy to attain economic freedom, it is imperative to educate our students about societal issues and inculcate civic responsibilities to prepare them to make informed decisions about local, national, and global issues.

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confronting the brutal facts of the state of black arizona's health:

**implications for comprehensive health education
and HIV/AIDS prevention education**

by Wanda J. Blanchett, Ph.D

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The health disparities that exist in the African American community nationally and in the state of Arizona must be conceptualized as a social justice issue as they weaken a community's overall health, ability to sustain itself, and ability to achieve economic independence and prosperity. Consequently, the nation's educational system, economic prosperity, and overall sustainability are inextricably linked. Given that many of the behaviors that African Americans engage in, which place them at a much higher risk for heart and cardiovascular disease, diabetes, HIV/AIDS infection, and sexually transmitted diseases, begin early in life, the most effective way to decrease their risk is through education.

Accordingly, we must ensure that all African American children and youth have access to culturally responsive comprehensive health education prior to the development of unhealthy behaviors and practices. While comprehensive health education is needed at all levels in the African American community, my focus in this essay will be primarily on PK-12 students.

Notwithstanding many calls

(e.g., Blanchett, 2000; Blanchett & Praeter, 2006 ; Pardini, 2002/03; Rodriguez, Young, Renfro, Asencio, & Haffner, 1996; Skripak & Summerfield, 1996) for all students to receive developmentally appropriate comprehensive school health education including HIV/AIDS prevention education, many students are still not consistently educated in this area and the idea of contextual-

izing these issues within the larger context of social justice is even more foreign for some educators. In recent years much attention has been given to the importance of infusing social justice philosophy into education and the professional preparation of educators (Cochran-Smith, 2004; Gay, 2000; Murrell, 2006). The social justice discussions, however, have primarily centered on preparing educators to teach for social justice with little attention given to comprehensive health education, let alone sexuality and HIV/AIDS prevention education. Surprisingly, despite considerable emphasis having been placed on teaching for social justice over the last decade, rarely has the field of education embraced or even recognized comprehensive school health education including HIV/AIDS prevention and sexuality education as critical elements in the quest to teaching for social justice. Astonishingly, many African American communities have done little to advocate for comprehensive health education as a component of the larger struggle for social justice. In fact, in some instances, despite startling health disparities and risk behaviors, some in the African American community have been advocates for abstinence-only health-education curricula.

Comprehensive health education is aimed at increasing students' quality of life by preventing some of the most serious health problems and issues associated with youth (Blanchett, 2008). Thus, comprehensive health education is designed to prevent youth from experiencing lifelong consequences associated with their youthful and unhealthy living behaviors including sexual unintentional and intentional injury (i.e., injuries associated with sexual activity) and death; tobacco, alcohol, and other substance use and addiction; sexual risk activities that result in unintended pregnancy and sexually transmitted infections; unhealthy dietary patterns; and lack of physical activity (Frauenknecht, 2003). To ensure that all students do indeed have access to developmentally and culturally appropriate HIV/AIDS prevention and sexuality education, educators and the public alike must embrace these issues as components of the larger social agenda of teaching for social justice. Advocates must demand for adequate education preparation programs that ready all school personnel to teach all students — including students of color and students with disabilities.

Access to information such as HIV/AIDS prevention and sexuality



education that allows one to take control over his or her life and to make informed decisions is a basic component of social justice in a democratic society (Blanchett, 2008). As illustrated above, comprehensive health education encompasses a wide range of content and targets a variety of skills and behaviors; but for the purpose of this essay, my discussion of comprehensive health education will be limited to the HIV/AIDS prevention and sexuality education components of comprehensive school health education. Also, for the purposes of this essay, social justice is defined as "... a disposition toward recognizing and eradicating all forms of oppression and differential treatment extant in the practices and policies of institutions" (Murrell, 2006, p. 81). The institution that is the focus of this essay is the institutional practice of teacher-preparation programs. In this essay, I will attempt to situate the need to provide HIV/AIDS prevention and sexuality education to all students including students with disabilities and students of color within the larger context of teaching for social justice. To do this, I will first discuss African Americans health disparities at both the national and state (Arizona) levels and why HIV/AIDS prevention and sexuality education is particularly important for African

Americans and other students of color, including students with disabilities. Third, I will make the case for providing comprehensive health education as a component of the larger struggle for social justice. Fourth, practice strategies for moving toward a healthier Black Arizona as a component of social justice preparation for all educators will be offered. Lastly, I will provide policy implications of addressing comprehensive health education in the state of Arizona as a social-justice issue.

Taking a Look Behind the Curtains: National and Arizona African American Health Disparities

For decades now, we have seen health disparities in the United States on the basis of gender, race/ethnicity, education level, disability, geographic location, and income with some of the most disturbing disparities being associated with African Americans. For example, even though the infant mortality rate in the United States is down considerably, the infant mortality rate for African American infants is more than double that of White babies (U.S. Department of Health & Human Services, 2006). Similarly, African Americans' death rate from heart disease and all combined cancers is 40% and 30%, respectively, higher

Excerpts from Better Than Surviving...Celebrating Life! The Untold Stories of Heroes

By Ngozi Ogbuawa, Misha Williams, Wanda M. Thompson
Center for African American Health Arizona (CAAHAZ, pronounced "cause")

Africans and African Americans have long been a people of stories. Stories have been told by the shaman in the village, the self-appointed historian/elder in the family circle, or the neighborhood orator. Storytelling is an art to be valued and shared. It is the vehicle many of us use to learn and teach our most revered lessons. The CAAHAZ hopes that by sharing vignettes of brave and courageous individuals who triumphed over disease, you will be inspired to take additional measures to ensure your own good health and be more aware of your options. These stories show that we truly are fighters, survivors, and heroes.

MiAsia Pasha (Phoenix, Arizona)

MiAsia Pasha is a vivacious woman with an indomitable spirit. Upon meeting Ms. Pasha, no one would surmise that this glorious vision of beauty and health is HIV positive. MiAsia's first husband, unbeknownst to her, was living on the "down low." He died in 1991, and his partner died in 1986; however, her husband had been sleeping with men since the age of 16! After her husband died, she took an HIV test. It was positive, but she had no symptoms and was quite healthy, so she lived in a state of denial for 10 years.

In 2001, she developed complications after having a tooth pulled. She lost weight, and antibiotics were ineffective. Tests revealed that she had approximately 4 T cells. MiAsia essentially gave up and went back to the Midwest to be with her family and die. By the time she returned home, she had withered to 120 lbs. She refused to take her HIV medication.

MiAsia's best friend motivated her to fight for her life. That Christmas, she said to MiAsia, "God told me there is no room in heaven for you." Her overwhelming love and support pushed MiAsia to fight for her life, change her attitude, eat properly, and take her medications.

Initially, MiAsia wanted to die rather than confront the stigma associated with HIV/AIDS. She also had negative experiences with her medical care. One doctor told her to continue taking medication that made her sick. Lacking strength to argue, her family found her a much more compassionate doctor.

In 1991, she was not aware of the impact HIV/AIDS had on the African-American community. Now she is fully aware of the impact and has this to say about the disease:

" HIV has made me aware of my purpose on this earth, to be an advocate for the disease. It has made me aware of the need for advocates within our community. I think people need a role model who is both positive and a survivor that they can look to and say 'she is doing well.' To the African-American community, I would say let go of the stigma and ignorance. HIV is not a death sentence, get tested and LIVE! Dare to be Aware! You only have one body, take care of it!"

A full version of this essay is available to download at www.stateofblackaz.org.

than Whites. What is even more disturbing is the fact that African American men's death rate from prostate cancer is double that of Whites. African American women have a higher breast cancer death rate than White women, African Americans' HIV/AIDS death rate is seven times that of Whites', and the African American death rate from homicide is six times the rate for Whites (U.S. Department of Health and Human Services, 2006). According to the Centers for Disease Control and Prevention (CDC), "... Of all racial and ethnic groups in the United States, HIV and AIDS have hit African Americans the hardest. The reasons are not directly related to race or ethnicity, but rather to some of the barriers faced by many African Americans" (Centers for Disease Control and Prevention, 2007) in our society and their continued oppression.

This increased susceptibility for HIV/AIDS is associated with living in poverty, higher rates of sexually transmitted diseases, and the social and cultural stigma associated with negative attitudes, beliefs, and treatment aimed toward African Americans living with HIV or AIDS and/or individuals who are perceived to engage in behaviors that might place them at risk for HIV infection (Centers for Disease Control and Preven-

tion, 2007). As a result of these conditions, African Americans are more likely to experience more illness and health problems. While African Americans make up only 13% of the U.S. population, they account for 49% of all individuals who get HIV and AIDS (CDC, 2007). Additionally, once African Americans contract HIV, they are more likely to not receive proper treatment and to die from an HIV-related illness. Unfortunately, we have seen similar trends in African Americans' death rates when the national data is disaggregated by states, as is the case in Arizona.

The leading causes of death for Black Arizonans mirror the top two leading causes of death for African Americans nationally, and reflects that Blacks are more likely to die from heart and cardiovascular disease followed by cancer. The third leading cause of death for Black Arizonans is accidents, while the third leading cause of deaths nationally for Blacks is stroke. Black Arizonans also have the highest rates of HIV/AIDS and sexually transmitted disease infection in the state.

Why is HIV/AIDS Prevention and Sexuality Education Important for All Students?

Today's youth have a number of risk factors that increase the likelihood that they experience future

health problems and a decreased quality of life (Blanchett, 2008). Therefore, comprehensive school health education is critical to increasing their very survival. Further, the marginalized social positioning of African Americans and other students of color, as well as that of students with disabilities in our society coupled with specific risk factors and behaviors, underscores the importance of addressing these issues within the framework of social justice. Risk factors and behaviors that place young people at risk include, but are not limited to, substance abuse, family and social violence, sexual activity, and teenage pregnancy (Baker, 2005; Frauenknecht, 2003). Although the percentage of American youth who are sexually active decreased slightly from 54% in 1991 to 45.6% in 2001, a large percentage of youth are still sexually active prior to adulthood, and it appears that many of them may not be receiving the information that they need to make safe and informed decisions (Pardini, 2002). However, only slightly over half of sexually active youth reported using condoms in previous studies of risk behavior (Kann, Warren, Harris, Collins, Williams, Ross, & Kobe, 1996). The findings of these sexual risk behavior studies highlight the need to consistently provide developmen-

tally and culturally appropriate comprehensive health education including HIV/AIDS prevention and sexuality education to all students as a component of their PK-12 curriculum. Because "comprehensive school health education can help youth obtain the greatest benefits from education and become healthy and productive adults" (Frauenknecht, 2003, p. 2), the Department of Health and Human Services, through its Healthy People 2010 campaign, is trying to increase the proportion of all high schools that provide comprehensive health education to their students (Frauenknecht, 2003). Unfortunately, even with such targeted campaigns, students with disabilities are often not included at all and African American students, though often included, may not be able to fully access the information offered because it lacks cultural relevance for them.

The Case: HIV/AIDS Prevention and Sexuality Education Is A Social Justice Issue

Providing HIV/AIDS prevention and sexuality education to students with disabilities, African American students, and other students of color, is a social-justice issue because social justice purports to eradicate educational disparities and the



impact of prejudice and discrimination (Blanchett, 2008). Failure to consistently provide HIV/AIDS prevention and sexuality education to all students privileges those youth who do receive it and better prepares them to participate in all facets of life while at the same time oppressing students who are not consistently provided information (Blanchett, 2008). If information is provided, but is not accessible to students due to their learning characteristics, the cultural disconnect between students and the curriculum and/or between students and teachers further oppresses these populations. For example, while there are not great disparities between the rates at which adolescents are sexually active on the basis of race or ethnicity, as illustrated earlier, there are indeed, great disparities in African American students' risk for HIV/AIDS and their White middle-class peers (Blanchett, 2008). There is also little being done in teacher preparation programs to help educators more effectively teach this population (Blanchett, 2006). Failure to provide students of color with culturally responsive HIV/AIDS prevention and sexuality education limits their ability to protect themselves from HIV infection, unwanted pregnancy, sexually transmitted diseases, and other health problems while

privileging their White middle-class peers whose cultures and learning styles are indeed reflected in existing curriculum. Also, African American students' continued high rates of sexual activity, sexually transmitted diseases, unwanted pregnancies, and HIV infection may reinforce prejudice and discriminatory perceptions that many Whites have of them. Above all, these practices keep African American and other students of color oppressed.

Similarly, students with disabilities have a long history of being oppressed and marginalized by our society, and unfortunately, African American students are disproportionately identified as having a disability (Blanchett, 2008). For students with disabilities, marginalization has taken on a variety of forms including, but not limited to, denial of their sexuality and sexual rights through involuntary sterilization and denial of their right to participate in all facets of life without needing to be "fixed" (Blanchett, 2000). Although, for the most part, involuntary steriliza-

tion, involuntary institutionalization, and denial of educational rights for students with disabilities have been eradicated, inadequate access to HIV/AIDS prevention and sexuality education because of discrimination and prejudice concerning their sexuality constitutes further social injustice. Lack of information potentially diminishes these students' quality of life and may make them less able to protect themselves from HIV infection, sexual abuse, unwanted pregnancy, sexually transmitted diseases, etc. Moreover, such practices maintain the marginalized position of students with disabilities in our society and allow them to continue to experience further prejudice and discrimination.

Are Educators Prepared to Address the Health Education Needs of Today's Youth?

Many teacher-preparation programs have yet to fully understand and embrace social justice even in its most basic form of preparing candidates to confront and decon-

struct their own privilege, racism, sexism, classism, and biases around issues of sexuality (Ferri & Conner, 2005). To be sure, it is impossible for teachers to address inequities and oppression of any kind in the lives of others without looking internally at their own roles in contributing to and maintaining inequities and oppression. In fact, Sleeter (1996) asserts that teachers who are committed to social justice must adhere to at least four principles of operation. While these principles are applicable to all teachers, she believes they are especially useful to White teachers who may not have ever engaged in social activism or confronted the realities of oppression. According to Sleeter (1996), teachers who teach for social justice must: 1) "Recognize the aspirations oppressed groups have for their children and the barriers, both interpersonal and institutional, that persistently thwart their efforts"; 2) "Seriously learn to work as an ally with the community"; 3) "Advocate for children from these [oppressed] communities in the

“... Of all racial and ethnic groups in the United States, HIV and AIDS have hit African Americans the hardest. The reasons are not directly related to race or ethnicity, but rather to some of the barriers faced by many African Americans.”

Centers for Disease Control and Prevention, 2007

broader civic life”; and 4) “Seriously teach children and youth to act politically, to advocate both individually and collectively for themselves and for other marginalized people” (p. 246). If all teacher-preparation programs were committed to these principles, that would be a step in the right direction. Given that most preparation programs do not include issues of sexuality at all, it is reasonable to conclude that even in those rare instances when issues of sexuality are infused into teacher-education curriculum and programs, these issues are not addressed within the larger context of teaching for social justice.

Although educators agree that the most effective way to prevent the spread of HIV infection is to provide comprehensive health education to all students prior to them becoming sexually active, and no later than seventh grade, it appears that teachers might not be equipped to meet this challenge due to their poor preparation in this area (Blanchett, 2008). Even though elementary health education is most commonly provided by regular classroom teachers, only 31 states require elementary teachers to complete health coursework for certification (Stone & Perry, 1990 as cited in Skripak & Summerfield, 1996), and it seems that few teacher-

preparation programs are even addressing this issue in their program curriculum. In their study of 169 teacher-education programs, Rodriguez et al. (1996) found that only 14% required a health education class for all of their pre-service teachers and none of the programs required a sex education class for all pre-service teachers. Additionally, only 61% of programs studied required their health-education certification students to take sexuality courses and only 12% offered courses that even mentioned HIV/AIDS in the class at all (Rodriquez et al., 1996). By the few indicators available, it appears that educators are not prepared to address these issues with any group of students, let alone with African American youth.

Moving Toward a Healthier State of Black Arizona: Practice Recommendations

Building upon Blanchett & Prater (2005) and Blanchett (2008), I propose that classroom teachers and teacher educators must be knowledgeable about eight major areas in the context of teaching sexuality and HIV/AIDS prevention to all students as a component of social justice:

The importance of addressing the HIV/AIDS prevention education needs of all students including

students with disabilities, African Americans, and other students of color as a component of teaching for social justice.

The learning characteristics of all students including those with disabilities and students of color and their particular HIV/AIDS risk factors and behaviors, as well as how disabilities and cultural differences can affect HIV/AIDS prevention instruction.

How issues of race, class, culture, and gender can impact all students, including students' with disabilities sexuality risk behaviors and access to appropriate HIV/AIDS prevention education.

Comfort discussing and addressing issues related to HIV/AIDS prevention such as death and dying, sexuality, disability, and the intersection of sexuality with disability, race, class, and culture.

Familiarity with developmentally and culturally appropriate HIV/AIDS curriculum and instruction for all students.

Expertise in adapting and modifying HIV/AIDS prevention education curricula and instructional materials and strategies for students with varying abilities and

cultural frames of reference.

Skills in forming and maintaining collaborative relationships with professionals, parents, families, and communities essential to educating all students.

Willingness of teacher candidates to deconstruct their own biases and perceptions regarding students' behaviors, risks, and issues of sexuality including students with disabilities, African Americans, and other students of color.

Moving Toward a Healthier State of Black Arizona: Policy Recommendations

To ensure that African American youth are more knowledgeable and better prepared to make lifelong decisions that will move us toward a healthier state of Black Arizona, I propose the following policy recommendations:

Mandatory developmentally appropriate and culturally responsive comprehensive health education including HIV/AIDS prevention education for all PK-12 students including African American students and those with disabilities.

Inclusion of comprehensive health education knowledge, skills,



and disposition standards (such as the one described in the proceeding section) in state and national professional educators' standards for certification and licensure.

Mandatory developmentally appropriate and culturally responsive comprehensive health education including HIV/AIDS prevention and sexuality education training for all community-based youth educators and service vendors (e.g., after-school programs, Boys and Girls Clubs) to ensure that African Americans and other youth consistently receive recent and accurate information in this area.

The allocation of resources to develop, implement, and evaluate effective developmentally appropriate and culturally responsive comprehensive health education curriculum including HIV/AIDS prevention and sexuality education.

Mandatory healthy meal and wellness programs in all settings including schools that serve African American children and other youth.

The allocation of resources to develop, implement, and evaluate effective developmen-

tally appropriate and culturally responsive community-based wellness programs and activities for African American children and other youth.

In conclusion, if social justice is indeed as Powers & Faden (2006) claim "The Moral Foundation of Public Health and Healthy Policy," it is reasonable to expect that a concerted effort would be made to ensure that those most vulnerable, marginalized, least privileged, and most in need would have access to appropriate health education, services, and resources (Blanchett, 2008). Our African American children and youth, as well as students with disabilities, are some of the most vulnerable in our society so we must develop and implement practices and policies that will ensure their safety and the overall sustainability of the nation as a whole and the African American community in particular. Let us start by improving the health of Black Arizonans. ■

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