



IMPARTING WISDOM: HBCU LESSONS FOR K-12 EDUCATION

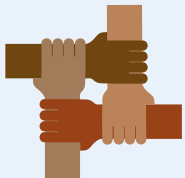


Imparting Wisdom: HBCU Lessons for K-12 Education details historically black colleges and universities' (HBCUs) longstanding efforts to provide quality educational experiences for their students and how their success may be translated in K-12 schools. Below are a few key themes from the report. To learn more, go to: UNCF.org/impartingwisdom #HBCUStrong

HBCU Best Practices



Best Practice 1: Cultivating Nurturing Support Systems describes how HBCUs promote a high level of student and faculty interaction, employ diverse faculty and implement strategies like intrusive advising to build caring relationships among students.



Best Practice 2: Leveraging African American Culture and Identity describes how HBCUs (1) make intentional efforts to promote student engagement based on culture by incorporating African American cultural elements into campus practices and the curriculum; (2) help students develop a strong sense of identity; and (3) use African American culture to facilitate student success.



Best Practice 3: Setting High Expectations highlights the role that HBCUs play in offering meaningful mentorship to students and promoting graduate school enrollment.

K-12 Lessons

- Districts and schools should invest in quality advising and support systems to prohibit students from falling through the cracks.
- K-12 school districts and charter management organizations—especially those with high proportions of minority students—should make intentional efforts to recruit more teachers and leaders of color who reflect the student body.
- K-12 schools should be intentional about infusing culturally relevant pedagogy into their instructional practice.
- Like HBCUs, K-12 schools should provide students with the autonomy to establish affinity groups that affirm their race and culture.
- Maintain high expectations for all students by working to dismantle the “belief gap” in schools.
- Ignite excitement about going to college by creating an intentional college-going culture in schools.

RECOMMENDATIONS

- 1 HBCUs and K-12 schools should develop strong mutually beneficial partnerships and pipelines (i.e., student ambassadors, K-12 schools on HBCU campuses and summer bridge programs).
- 2 School districts, charter management organizations and college access programs should work in collaboration with HBCUs to develop a cadre of minority teachers and administrators who can serve diverse student populations more effectively through a cultural lens.



UNCF'S MANIFESTO: WHAT WE BELIEVE IN

We believe that if students are academically prepared for college, **we can radically change the story of what's possible**—not just for African American students but for the African American community as a whole. UNCF is passionately invested in **transforming dreams of college into reality and we will continue to push until all students who want to go to college are afforded that opportunity.**

For our students to be college ready, **we need to ensure that their K-12 educational experience is preparing them to excel in college and beyond.** As a result, we believe **students must:**

- **Attend a quality school** that offers a rigorous college preparatory curriculum and enables them to graduate at a college-ready level. We believe that free, safe, high-quality school options should be available and accessible to all students in every neighborhood.
- **Have effective teachers** in each of their classes who guide them through challenging course work, building the academic and social skills needed to ensure they are successful in college, career and life.
- **Understand how to navigate critical decisions along their K-16 journey**, such as selecting quality schools, understanding their full breadth of choices, learning how to secure financial support for college and positioning themselves for college and career success.
- **Receive guidance and mentoring** from an adult who can help them navigate the complex college-going process and provide them with the support along the way.
- Understand how, along with their parents and communities, to **hold their school and teachers accountable** for providing a high-quality education.
- **Be immersed in a college-going culture**, where college is not an exception, but an expectation coupled with the belief that all students have the aptitude to reach this goal.

