

CCA – Education

Sectoral coverage

The Education Sector of this Long-Term Strategic Plan (LTSP) encompasses: *Pre-elementary, elementary, secondary, and post-secondary education*. The latter subsector encompasses both non-tertiary (nonacademic-type non-degree training mainly for labor and technical purposes) and tertiary (academic-type degree training mainly for professional purposes) education. Tertiary education includes associate’s, bachelor’s, master’s, and doctoral degree programs. Post graduate study is also included in tertiary education. The Education sector is concerned with the identification, development, and promulgation of content (curriculums) and standards, and with securing the resources required to operate the sector. Generally, resources for education are derived from both public (governmental) and private (profit and nonprofit entities and households) sources.

The 100-year overarching goal of the Education sector is:

Own and operate (control) Black American elementary, secondary, and post-secondary (non-tertiary and tertiary) educational institutions and systems that produce graduates, who reflect an educational performance distribution (percentile rankings) that exceeds that of all other racial/ethnic/national groups in the world, and who are prepared to meet all needs of an independent, self-sufficient, and self-reliant Black America. These graduates will possess widely and deeply thinking intellects that solve problems/create solutions. Also, graduates will have the capacity to protect and advance the collective interests of Black Americans, and gain and maintain the power to manage all aspects of Black American life.

Status of Black America’s Education

This subsection of the Education Common Country Analysis (CCA) includes important statistics that characterize partially the status of education for Black Americans. It considers Black American enrollment and performance in elementary and secondary educational programs versus enrollment and performance in post-secondary educational programs.

Elementary and Secondary Schools¹

- Black American enrollment – 7,388 thousand (2021), which is 14.9 percent of total US public school enrollment [Table 203.50].
- Black Americans enrolled in predominantly “non-White schools” – 81.6 percent (2019) of Black students attended schools that were comprised of 50 percent or more of “non-White” students [Table 216.50].
- Black Americans in poverty – 43.8 percent (2019-20 school year) of Black students attended schools in districts where over 20 percent of households earned incomes that were below the US Census Bureau poverty line [Table 203.75].

- Charter Schools – For the 2019-20 school year, there were 7,547 Charter schools (7.6 percent of all public schools) [Table 216.10]. For 2019, 22.1 percent of all Charter schools reflected populations that were over 50 percent Black [Table 216.90a].

Table 14 provides an overview of educational performance in the form of standardized test scores for reading and mathematics based on results from the National Assessment of Educational Progress (NAEP). The table reflects Black American versus national average results in the form of “scale scores.” What is telling about these NAEP results is that Black Americans scored lowest of all seven racial/ethnic groups (Whites, Blacks, Hispanics, Asian/Pacific Islanders, American Indian/Alaskan Natives, Native Hawaiian/Other Pacific Islanders, and Two or More Races) on all assessments reported in Table 14.

Table 14. NAEP Results: Black Americans vs. National Averages Scale Scores^{2,3}

Line No.	Grade Level	Reading for 2019		Mathematics for 2019		Color Key		
		Black Americans	National Average	Black Americans	National Average			
1	Fourth Grade*	204	220	224	241		Advanced	
2	Eighth Grade*	244	263	260	282		Proficient	
3	Twelfth Grade*	263	265	128	150		Basic	
*--Scores range from 0 - 500 for all assessments except for the 12th Grade Mathematics Assessment, which ranges from 0 - 300.								Below Basic

Source: NAEP and LTSP Panel analytics.

Post-Secondary School⁴

- Enrollment – 2,382.4 thousand (13.1 percent of the total) Black Americans were enrolled in US post-secondary degree-granting institutions in the fall of 2020; 832.6 thousand of the enrollees were male and 1,549.9 thousand were female; and 1,998.5 thousand of total Black American enrollees were in undergraduate programs, while 383.9 thousand were enrolled in postbaccalaureate programs [Table 306.10]. Historically Black Colleges and Universities accounted for 211.8 thousand of total Black American post-secondary enrollment in the fall of 2020 [Table 313.10].
- Black American Performance - Black Americans earned 197,444 (10.1 percent of the total) bachelor’s degrees conferred by post-secondary institutions during the 2019-20 academic year [Table 322.20]; 92,750 (13.1 percent of the total) master’s degrees were conferred to Black Americans [Table 323.20]; and 15,725 (9.5 percent of the total) doctor’s degrees were conferred to Black Americans [Table 324.20].

As a summary of educational performance by Black Americans, consider that our average years of schooling (i.e., educational attainment by those 25-years and older in the population) was 13.4 years for 2021 [derived from Table 104.30].⁵

Given this background on the status of Black American education, the need to achieve independence, self-sufficiency, and self-reliance ushers up a natural question: How are we positioned to operate an independent and self-sufficient economy? As mentioned in the Economic

Affairs CCA, we address this question in this Education CCA by estimating how the Black labor force should be configured occupationally—as opposed to industrially—if we were to operate an independent economy that is similar to the US economy. This is for analytical purposes only. The data presented in Table 15 reflect answers to the question.⁶

Table 15. Estimated Requirements for a Black Economy by Broad Occupations

Occupations (In thousands)	(1) 2021 Black American Estimated Employment by Occupation	(2) Estimated Employment by Occupation for an Independent Black America	(3) Differences (1-2)
Total, 16 years and over*	18,767	20,751	-2,024
Management, professional, and related occupations*	6,345	8,805	-2,460
Management, business, and financial operations occupations*	2,563	3,790	-1,226
Management occupations	1,633	2,582	-949
Business and financial operations occupations	932	1,207	-275
Professional and related occupations*	3,799	5,016	-1,217
Computer and mathematical occupations	483	774	-290
Architecture and engineering occupations	188	440	-252
Life, physical, and social science occupations	121	223	-102
Community and social service occupations	547	378	169
Legal occupations	146	245	-99
Education, training, and library occupations	886	1,217	-331
Arts, design, entertainment, sports, and media occupations	258	429	-170
Healthcare practitioners and technical occupations	1,157	1,311	-154
Service occupations*	4,026	3,319	708
Healthcare support occupations	1,197	665	533
Protective service occupations	606	406	200
Food preparation and serving related occupations	988	1,002	-15
Building and grounds cleaning and maintenance occupations	778	746	33
Personal care and service occupations	460	500	-40
Sales and office occupations*	3,982	4,103	-121
Sales and related occupations	1,609	1,954	-345
Office and administrative support occupations	2,370	2,148	221
Natural resources, construction, and maintenance occupations*	1,033	1,898	-865
Farming, fishing, and forestry occupations	47	144	-98
Construction and extraction occupations	572	1,096	-524
Installation, maintenance, and repair occupations	402	658	-257
Production, transportation, and material moving occupations*	3,340	2,626	714
Production occupations	1,057	1,081	-24
Transportation and material moving occupations	2,283	1,545	738

*--Totals may not sum to detailed items.

Sources: BLS and Census Bureau and LTSP Panel analytics.

Column 1 of Table 15 shows the 2021 configuration of Black American employment by occupation. Column 2 shows the required occupational structure if an independent Black economy were organized similar to the current US economy. Column 3 shows the difference between columns 1 and 2. The table highlights that, under a US-like economy, we would employ an additional two million workers, and there would have to be major retraining and shifting of our labor force from *Service occupations* and *Production, transportation, and material moving occupations* to mainly *Management, professional, and related occupations* and to *Natural resources, construction, and maintenance occupations*. Importantly, there would be a need for an additional 331 thousand workers in *Education, training, and library occupations*. Therefore, if we are to move toward more independence and self-reliance, then we must seize every opportunity to reeducate ourselves and prepare for tomorrow.

Sectoral needs and rationale

A foundational and supporting goal of this LTSP is to help ensure that Black Americans become more independent and self-sufficient/self-reliant. To achieve this outcome, we must possess a complete sense of self and all that that entails historically, in the present, and for the future. This includes: (1) Knowledge of our past; (2) knowledge of the best strategy(ies) for achieving our current and future goals and objectives; and (3) knowledge of what to expect in the future as we venture there and how to prepare to thrive and flourish in that future. These requirements are best met through Afrocentric educational curriculums that we design and that are based on Black Liberation Ideologies (BLI).⁷ An addendum to this CCA for Education includes important recommendations for new requirements and curriculums that we should adopt to meet our needs.

Because we exist in a multi-racial/multi-ethnic context with each race and ethnic group expressing self-interest, our best strategy is to seek to achieve the aforementioned educational outcomes by delivering an Afrocentric education to ourselves. That is, we cannot expect others who are focused on producing the best outcomes for themselves to be concerned about Black Americans.

Relatedly, what we know is that White (European) American History is inextricably linked to the Greek and Roman civilizations that cannot be said to go back further than to 2,000 B.C. according to common knowledge. That history is embodied and featured in the American education curriculums, which extend from pre-K through post-graduate education. Therefore, we cannot expect Black (Afrikan) American History to be taught adequately as a side-attraction in the American educational system. Black (Afrikan) civilization is said to extend back from 10,000 to 17,000 B.C.⁸ Consequently, we need a highly specialized and independent educational framework in which to educate ourselves about ourselves—past, present, and future. Until we can teach and comprehend our history and culture thoroughly, we cannot expect to become whole as a people or to be grounded sufficiently to achieve what we desire to achieve.

The scholarly literature highlights two very important facts concerning the education of Black American youth: (1) Black teachers at the elementary and secondary levels engender improved academic performance by Black students; and (2) Black male teachers at the elementary and secondary level generate improved academic performance by Black students.⁹ Given these two outcomes, it is critical that Black Americans inspire more Black youth to pursue careers in

education so that we can reap the benefits that accrue when we educate ourselves. Particularly important and related facts are that most Black elementary and secondary school students attend schools where “non-White” students predominate, yet the majority of the teachers are White.¹⁰ Therefore, we ask: How can we expect self-interested Whites and other ethnicities to assist us earnestly in our rise? The answer is: It is not in their nature or best interest to do so.

Once we are certain that a sound environment is established for the appropriate education of Black students, then we should turn to ensuring that those students are oriented to pursue the type of intellectual development that will permit them to manage our areas of influence, and eventually our nation, efficiently and effectively. Also, that intellectual development should prepare students for careers that fit their nature and aspirations, and that enable Black America to achieve operational (read economic) independence and self-reliance.

If we do not consider and take action as just suggested, then we sign our own death warrant. In a nation of self-interested racial and ethnic groups and in an increasingly constrained resource environment, a “survival of the fittest” scenario has unfolded. Those racial and ethnic groups with the highest level and best education are likely to be those who thrive and flourish in that environment. If we fail to enter the highest level and best educated group, then, as predicted by a Long-Term Strategic Plan (LTSP) Panelist, we can expect the “system” to continue to “miseducate, use, and abuse our youth,” and that abuse will prevail into perpetuity.¹¹

The absolute necessity of being independent, self-sufficient, and self-reliant is part of Black America’s DNA. This is most clearly observable in the scores of independent Black towns that were formed following the Civil War.¹² However, we lost some aspects of the inclination to be independent, self-sufficient, and self-reliant during the Jim Crow era when overwhelming White violence made it difficult to protect ourselves. By design, we were guided toward a White-controlled American government for resources, protection, and care that has failed us. This dependency reached an apex after the 1960s Civil Rights Era, when Black Americans formed faith in laws that were designed to integrate Black Americans into a White-dominated American society. However, over the past 50 years, we have experienced so many adverse trends (e.g., the crack cocaine epidemic, the evolution of the prison-industrial complex and the formation of the school-to-prison pipeline, and the ongoing extrajudicial killing era) that we have come to comprehend that, to survive, we must be concerned about ourselves and must take all necessary action to prevent our demise. The key starting point for our current and future protection and survival is to educate ourselves and reverse the trend highlighted during the early part of the 20th century by Carter G. Woodson in *The Mis-Education of the Negro*.¹³ In so doing, we should seek to operationalize the “purpose of education” suggested by the late Rev. Dr. Martin Luther King, Jr.¹⁴

Suggested Responsible Parties

The Responsible Parties that we recommend take on the work highlighted in the Education sector of this LTSP should include, but not be limited to:

- National Education Association

- National Black Council of School Board Members
- National Alliance of Black School Educators
- Historically Black Colleges and Universities
- Conference of National Black Churches (its constituent organizational members)
- National Association for the Advancement of Colored People
- National Urban League
- Divine Nine Association
- Association for the Study of African Life and History
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers
- National Association of Mathematicians
- African American Literature and Culture Society
- Education Ministry of the Provisional Government of the Republic of New Afrika
- National Association of Black Home Educators
- Council of Independent Black Institutions
- The Akoben Institute
- Freedom Home Academy International

Education overarching goal and objectives

Following the overarching goal and selected supporting goals of the coordinated and integrated phased 100-year LTSP, Table 16 presents the phased 100-year overarching goal and selected objectives for the Education sector.

Table 16. Education Phased 100-Year Overarching Goal and Selected Objectives

No.	Phases	Goals and Subgoals
1	Years 1-5 objectives	<p>Identify all relevant Education sector Responsible Parties; ensure that Education sector Responsible Parties are represented on the National Black Planning Council (NBPC); direct relevant Responsible Parties to begin organizing (adopting existing or creating new) Afrocentric educational curriculums (content, assessments, and standards) for in-classroom, after school, weekend, and virtual delivery for pre-elementary, elementary, and secondary schools for all relevant subjects, values, classifications, civics/citizenships, and skill trades that should be underpinned by Black Liberation Ideologies (BLI) and should help classify and produce students who are prepared to pursue future-relevant non-academic and skilled, academic, and professional work careers, and manage our areas of influence, and eventually our nation; develop methods and an operational plan that ensures parental involvement in youth educational processes; establish education-related focal points and groups in all sizeable areas of influence; collaborate with Responsible Parties in other sectors to develop and promulgate information programs (including media programs) that point toward greater Black American independence, self-sufficiency, and self-reliance (ownership) [these information programs should emphasize holistic learning for all residing in our areas of influence to achieve the just delineated outcomes]; act to elevate compensation for educators; act to motivate more Black American youth to pursue education careers; and develop a status report on Black educational performance.</p>
2	Year 6-10 objectives	<p>Collaborate with other sectors to ensure that the NBPC is operating effectively (lead NBPC efforts to make education more affordable); continue ongoing efforts; complete and begin to press existing predominantly Black charter and public elementary and secondary schools to adopt the above-mentioned Afrocentric educational curriculums; assess the adequacy of the existing post-secondary, non-tertiary education system and report out a plan for improving the system—especially increasing Black control/ownership of institutions that provide post-secondary non-tertiary education and training—in the context of this LTSP; and act to elevate compensation for educators; and act to motivate more Black American youth to pursue education careers.</p>
3	Year 11-15 objectives	<p>Collaborate with other sectors in executing NBPC tasks/actions (lead NBPC efforts to make education more affordable); continue ongoing efforts; continue to ensure the adoption of the above-mentioned Afrocentric educational curriculums; begin executing the above-mentioned plan to improve post-secondary, non-tertiary education for Black Americans; assess the adequacy of, and how to expand, Historically Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs) to accommodate a high percentage of Black American post-secondary school students and identify physical, financial, and academic capacity gaps for tertiary programs in the context of this LTSP; prepare a report that discusses physical, financial (including ownership), and academic capacity gaps in the Black American post-secondary tertiary educational system and that provides a strategic plan for filling those gaps; elevate compensation for educators; and act to motivate more Black American youth to pursue education careers.</p>

No.	Phases	Goals and Subgoals
	Year 16-20 objectives	Collaborate with other sectors in executing NBPC tasks/actions (lead NBPC efforts to make education more affordable); continue ongoing efforts; continue to ensure adoption of the above-mentioned Black American educational curriculums; continue executing plans to improve post-secondary, non-tertiary education for Black Americans; begin to execute the plan to fill gaps in HBCUs' and PBIs' educational programs and improve outcomes for Black American post-secondary, tertiary education students; work to elevate compensation for educators; motivate more Black American youth to pursue education careers; and assess improvements in Black American educational performance using the status report from phase 1 of this LTSP
5	Year 21-40 objectives	Collaborate with other sectors to execute NBPC tasks/actions (lead NBPC efforts to make education more affordable); continue ongoing efforts; reassess Afrocentric elementary and secondary school educational curriculums and ownership; continue implementing post-secondary, non-tertiary and tertiary (HBCU and PBI) educational improvement plans; assess the need for and plan for a new instructional paradigm that features a one (teacher)-to-one (student) virtual elementary and secondary educational system; ensure that enrollments for post-secondary education reflect sufficient intended graduates for a post-technology world that meet occupational requirements for a self-reliant Black American economy; work to elevate compensation for educators; and motivate more Black American youth to pursue education careers.
6	Year 41-60 objectives	Collaborate with other sectors to execute NBPC tasks/actions (lead NBPC efforts to make education more affordable); continue ongoing efforts; implement revised Afrocentric elementary and secondary school educational curriculums; continue implementing post-secondary, non-tertiary, and tertiary (HBCU and PBI) educational improvement plans; begin to implement a new one (teacher)-to-one (student) virtual educational system; ensure enrollments for post-secondary education reflects sufficient intended graduates for a post-technology world that meet occupational requirements for an independent and self-reliant Black American economy; work to elevate compensation for educators; act to motivate more Black American youth to pursue education careers; and reach educational performance parity with the number one racial/ethnic group in the US.
7	Year 61-80 objectives	Collaborate with other sectors to execute NBPC tasks/actions (lead NBPC efforts to make education more affordable); continue ongoing efforts; review Afrocentric educational system operations (curriculums, delivery methods, and administrative procedures) at all levels and implement required updates/improvements; ensure that the educational system for our youth continues to be controlled (owned/operated) by Black Americans; ensure that the educational system produces graduates who satisfy Black America's occupational (economic) requirements; work to elevate compensation for educators; and reach educational performance parity with the number one racial/ethnic/national group in the world.

No.	Phases	Goals and Subgoals
8	Year 81-100 objectives OVERARCHING GOAL	<p>Update as required and continue operational activities outlined in phase 7; and develop a new 100-Year LTSP for the Education sector.</p> <p>Own and operate (control) Black American elementary, secondary, and post-secondary (non-tertiary and tertiary) educational institutions and systems that produce graduates, who reflect an educational performance distribution (percentile rankings) that exceeds that of all other racial/ethnic/national groups in the world, and who are prepared to meet all needs of an independent, self-sufficient, and self-reliant Black America. These graduates will possess widely and deeply thinking intellects that solve problems/create solutions. Also, graduates will have the capacity to protect and advance the collective interests of Black Americans, and gain and maintain the power required to manage all aspects of Black American life.</p>

¹ These statistics are from tables [table numbers provided in square brackets] in: US Department of Education, National Center for Education Statistics (2022). *Digest of Education Statistics*. https://nces.ed.gov/programs/digest/current_tables.asp (Ret. 082622).

² US Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) (2022). <https://nces.ed.gov/nationsreportcard/> (Ret. 082422).

³ The uniformity of results that place Black Americans at the bottom of the educational performance spectrum as assessed by the NAEP is troubling and may defy statistical randomness. An independent and detailed analysis of the results should be undertaken to confirm their accuracy.

⁴ US Department of Education, National Center for Education Statistics (2022). *Digest of Education Statistics*. (See endnote 1.)

⁵ The 13.4 average years of schooling is the equivalent of less than an associate degree at the post-secondary level.

⁶ We view Table 15 on page 85 as a starting point benchmark from which we can assess economies that would be configured differently from the US economy.

⁷ For information on BLI and curriculums, see the following sources: James Banks (1973), "Curriculum Strategies for Black Liberation," *American Journal of Education*, Vol. 81, No. 3; pp. 405-14. J. Ayo Langley (1979). *Ideologies of Liberation in Black Africa: 1856-1970*. Rex Collings. London. George Frederickson (1995). *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa*. Oxford University Press. New York.

⁸ Cheikh Anta Diop's (1977). *The African Origin of Civilization: Myth or Reality*. Lawrence Hill & Company; p. 22.

⁹ There is considerable literature on these two facts. Consider the following three sources: (1) Kristin Klopfenstein (2005). "Beyond Test Scores: The Impact of Black Teacher Role Models on Rigorous Math Taking." *Contemporary Economic Policy*: Vol. 23; No. 3; pp. 416-28; (2) Seth Gershenson, *et al*, (2018). "The Long-Run Impacts of Same-Race Teachers." NBER Working Papers (25254). <https://www.nber.org/papers/w25254> (Ret. 082622); and (3) Laura Meckler and Kate Rabinowitz (2019). "America's Schools are More Diverse than Ever. But the Teachers are Still Mostly White." *The Washington Post*, December 27. <https://www.washingtonpost.com/graphics/2019/local/education/teacher-diversity/>; (Ret. 082622).

¹⁰ See Table 209.23 of the *Digest of Education Statistics* (a link to the *Digest* appears in endnote 1).

¹¹ This statement is from a Panelist during an August 11, 2022 LTSP Panel meeting.

¹² Quintard Taylor (1998). *In Search of the Racial Frontier: African Americans in the American West*. W.W. Norton & Company, New York.

¹³ Carter G. Woodson (1933). *The Mis-Education of the Negro*. Associated Publishers, Washington, DC.

¹⁴ Martin L. King, Jr. (1947). "The Purpose of Education." The Martin Luther King, Jr. Research and Education Institute. <https://kinginstitute.stanford.edu/king-papers/documents/purpose-education> (Ret. 041623).

Addendum: Key Recommendations for Black American Educational Curriculums¹

The following are key recommendations for consideration when developing and promulgating Black American (Afrocentric) educational curriculums that are based on Black Liberation Ideologies (BLI). These recommendations should help prepare Black learners for meeting successfully challenges confronted while implementing this Long-Term Strategic Plan (LTSP), achieving related goals and objectives, and for future life developments that may arise. The recommendations are not rank ordered.

General Recommendations for New Curriculums

- Curriculums should be divorced from policies motivated by philosophies espoused in “A Nation at Risk” and “Goals 2000.”²
- Curriculums should guarantee each learner sufficient preparation for an occupation in industrial/technological fields or for pursuit of a higher learning degree.
- Curriculums should prepare learners to address life’s challenges and to manage our areas of influence, and eventually our nation, efficiently and effectively.
- Curriculums should be “learner,” not “teacher” centered.
- Schools of Education should certify elementary learning facilitators (teachers) in arithmetic. Learning facilitators with primary certification in reading should also hold certification in elementary arithmetic.
- Parents should be required to guide their children to achieve specific reading, arithmetic, and listening milestones before they enter formal schooling.
- Beginning with pre-school, reading, arithmetic, and listening learning should incorporate appropriate information technology hardware and software tools.
- Learning should occur in centers based in residential environments and reflect the following maximum size restrictions: Forty-nine learners for elementary education; and 149 students for secondary education.
- For pre-K-12, 20 percent of learning facilitators should be Black American (Afrodescendant) males.
- The K-12 school calendar should be flexible and should promote elevation to succeeding levels of education based on pass-fail (satisfactory-unsatisfactory) hands-on and skill-based examinations. Standardized testing to determine elevation to succeeding levels of education should be prohibited.
- Each learner should remain in the education system until completion of all academic requirements. Mandatory attendance (virtual or in person) should not end at 15 ½ or 19, but should continue until completion of required academic credits.

Recommendation for Curriculums for Elementary Learners

- Listening should be practiced through age nine.
- Listening should be on par with Reading, Writing, and Arithmetic.
- Add the following components to curriculums:
 - Playing musical instruments
 - Dance, to include hip hop, ballet, modern, etc.
 - Movement, including running, walking, stretching, yoga, and gymnastics.

Table 17. Recommendations for Secondary School Curriculums

Credits	Required Courses	Credits	Electives		
Mathematics: Four Credits		Select one or more			
1	Geometry	1	Algebra II		
1	Algebra I	1	Calculus, Probability & Statistics		
1	Household finance and budgeting	1	Business Mathematics		
Science: Four Credits		Select one or more			
1	Biology	1	Oceans/Oceanography		
1	Physics	1	Organic Chemistry		
1	Earth Science	1	Hydrology		
		1	Health Chemistry		
Computers, Information Technology: Four Credits		Select one or more			
0.5	Fundamentals of Computing	0.5	Basic: Hardware, Software		
0.5	Metaverse (Artificial Intelligence, Virtual Reality)	0.5	Intermediate: Hardware, Software		
Language Arts: Four Credits		Select one or more			
1	English Grammar and Composition	1	Journalism		
1	Historical English Literature, Composition	1	Writing for Social Media		
1	Vocabulary	1	Foreign Language I		
		1	Foreign Language II		
Governance & Citizenship: Three Credits		Select one or more			
1	American Government, Politics	0.5	U.S. Courts		
1	World History	0.5	U.S. Penal System		
		1	World Geography		
Healthy Living: Three Credits					
1	Movement & Health				
1	Movement & Nutrition				
1	Movement & Health Advocacy				
Music: One and One-Half Credits					
0.5	Music Performance (Chorus, Band, Instrument)				
0.5	Music Production				
0.5	Theater (Lighting, Audio, Video, Costumes)				
Electives: Four and One-Half Credits				For those seeking Trade Certification	
				Heating, Ventilation, and Aircondition (HVAC) Technician, Plumbing, Certified Nursing Educator (CNE), Culinary Arts, Auto Repair, Landscaping, Medical Assistant, Licensed Practical Nurse (LPN), Security Services, Other.	
Total Required Credits for Graduation: Twenty-Five					

¹ These recommendations were developed by Lindsey “Rob” Robinson for the Long-Term Strategic Plan Panel.

² See “A Nation At Risk: The Imperative For Educational Reform” (April 1983); <https://www.reaganfoundation.org/media/130020/a-nation-at-risk-report.pdf>; and “Goals 2000: Educate America Act” (March 1994); <https://www.congress.gov/bill/103rd-congress/house-bill/1804/text>. (Ret. 020123)