

Recommendations Related to Knowledge

There are also three recommendations related to knowledge:

4. The *State Board of Education*, the *Commissioner of Education*, and *State Legislature* should collaborate to establish assessment centers throughout the state so that an independent "second opinion" can be given when parents believe their children have been "labeled" inappropriately. Such centers should be established to function in keeping with the spirit of the report of the National Academy of Sciences (NAS) Study Panel Report, *Placing Children in Special Education: Strategies for Equity*. The essence of this report is that assessment could be justified only if it resulted in improved instructional outcomes for children. Moreover, these assessment centers should be established and modeled to meet the high academic and professional standards suggested in the NAS report, *Dynamic Assessment and Instrumental Enrichment*.
5. All *black community organizations* should expand their roles and spheres of influence as rapidly as possible to take charge of the socialization of black children. Churches, clubs, new organizations, etc., need to do some deep reflection on the design of an ideal socialization process, and to plan so far as is practicable to implement such designs.
6. The *State Board of Education* should commission a two-year study of the low status of black males, its impact on the black family, and ways to improve the status. Also, the *Governor* and the *Commissioner of Education* should work with the *State Board of Education* and the *Legislature* to provide mechanisms to disseminate the latest and the best information on the education of black males to schools, colleges, universities, the black community, and the population in general. Such a mechanism for providing this service could be a Center for Technical Information housed at the Florida Institute of Education.

Not long ago a federal court upheld a ban on California's use of IQ tests which are said to be both racially and culturally biased. IQ testing does not have the recommended "instructional validity" in that it is tied to classification — not to remediation. Assessors of performance can label students, but access to second opinions is necessary. There are not sufficient assessors who have the sensitivity, knowledge, and ability to establish rapport with black males in each school district. The incidence of need for such "second opinions" should be sufficiently low that it would not be economical for each district to have one. Present modes of funding actually provide incentives to have large EMR (educable mentally retarded) populations (mostly black males). Therefore, to have assessors hired by the "beneficiaries" may lead to bias.

Effective socialization can be accomplished partly by agencies outside the community. However, much of the outside agency socialization (mass media, schools, recreation, etc.) is neutral at best and negative and destructive at worst.

The black community has lost a great deal of control over the socialization of its children. Improvement in the actions of other agencies outside the community is not enough. There are some things that can only be done if the community does them for itself.

Relatively little empirical research has been conducted on the problem of the education of the black male. The problems associated with his plight have been attributed largely to factors of a general rather than specific nature. What the research has shown has not been widely communicated nor has it been applied. Concerted efforts have not been expended to inform blacks about the nature of their plight and about avenues for recovery.

Recommendations Related to Opportunity

In the case of opportunity, there are four recommendations:

7. *Governmental agencies* and *private employers* should respond positively to the need to provide better jobs or work opportunities for black males, as well as to the urgency attached to upgrading blacks in the job they now hold.