

EACH ONE TEACH ONE

*ENACTING STUDENT-CENTERED LEARNING AND MENTORING
INTO THE PUBLIC SCHOOL SYSTEM*

CHRISTINA S. WONG

*SCHOOL OF BUSINESS AND GRADUATE STUDIES
TRINITY WASHINGTON UNIVERSITY*

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Executive Summary

Washington, D.C., just like many other urban cities face a slew of socioeconomic problems that have been revealing itself in the form of gentrification, food markets and grocery store disparities, high criminal activity, and a lack of education leaving people ill prepared for the real world and what's required to survive in it. Though there are many institutions in our society that contribute to socioeconomic advantages and disadvantages the one in particular that sets the foundation for them all is our education system; most specifically the public school system. Our education institutions are where our youth are required to spend eight hours of their day if not more depending on before and after school care, as well as, extra-curricular activities- if they are involved in any. School is the place that we send our children so that they can become scholars and is supposed to represent growth, development, and innovation; but not all educations are equal. Education for the poor person, who has been historically identified as mostly people of color, have been lacking. This paper will be focused on Washington, D.C. public schools, specifically, Wards 5, 7, and 8. Washington, D.C., overall, is statistically shown to be one of the lowest rating cities when it comes to English and math literacy and has struggled with attendance and delinquency. Moreover, these wards are considered low-income communities. Education is the key to the future and adopting a future that is not only innovative, and progressive but also equitable and fair is of the most important. Education is where it all begins and where it all can end. To our D.C. students in Wards 5, 7, and 8, we see how the public school system has been the catalyst for issues that have put an end to many young children's lives. Which is why this program seeks to encourage, enlighten, and empower school administrators, teachers, and the community to adopt a principle and practice of educating our youth in a way that rejuvenates the determination to learn, excel, stay engaged, get involved, and be successful.

This program will adopt its ideas from Student Centered Learning theory and practices, as well as, build upon the ideology and benefits of mentoring. Combining Student Centered Learning practices and peer mentoring will allow administrators, teachers, and the community the opportunity to make a huge investment in to their school system and the youth of Wards 5, 7, and 8, which can positively affect the future lives of the students. This program will develop a more student focused system of learning that will reform public school education for the uplifting of our African American youth that have been neglected for so long.

I, Christina Wong, acknowledge I completed this assignment in the spirit of the Trinity Washington University policy regarding academic honesty and plagiarism.

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Introduction

The arrival of Africans here in the Americas eventually led to the start of a war. It started a war not only between nations and states, but in the minds of every human being in the country; most detrimentally the minds of “Black” people. Identifying as Black in America meant a lot then and still means a lot now; in both a positive and negative way. Once slavery ended and the races were segregated our advancement in education started to pick up even with the equity of resources still unbalanced. We had black teachers teaching black students which, according to Social Learning Theory, had a way of enhancing the learning experience because of a shared cultural experience and social norms. Segregation ended, the schools were integrated, and this is where it is argued that the scholarship of our people started to decline. Ideally, integration seemed like the obvious solution because “separate but equal” was not so equal, however, changing laws did not change the way the powers that control our institutions in America felt about integrating the races- as they worked so hard to keep us separate. Desegregation was just as hard a battle to face and would be for a very long time. According to Carter G. Woodson in *The Miseducation of the Negro*,

“...there is no particular body of facts that Negro teachers can impart to children of their own race that may not be just as easily presented by persons of another race if they have the same attitude as Negro teachers; but in most cases traditions, race hate, segregation, and terrorism make such a thing impossible” (as cited in Woodson and Khalifah 2006, 28).

A student must learn from someone that can identify with that student’s life, needs, and culture. Students need to be able to trust their educators and feel a sense of value when engaging with said educator. Just as important, the education system needs to allow for these students to feel in control of what they are being taught, especially since history has proven to force feed misinformation and omit parts of the story. The best way to hold a community of people back is by ensuring that their history is never written and if it is written, ensuring that their history rested solely in the hands of someone else ruling over them. According to McCombs & Whistler (1997), in their book *The Learner- Centered Classroom and School: Strategies for Increasing Student Motivation and Achievement*, referenced by the Iowa CORE (2018), “Instructors who deliver student-centered instruction include the learner in decisions about how and what they learn and how that learning is assessed, and they respect and accommodate individual differences in learners’ backgrounds, interests, abilities, and experiences”. As time went on, the Civil Rights Movement was making an impact in communities around the country for equality and justice. During the desegregation process Black students were blended into predominately white schools with heavy resistance from their white

peers, educators, and administrators. So, how does one cope with being integrated into a system that didn't plan for you to be a part of it, resists your current presence in it, and sets up strategic barriers for your intellectual denigration? What happens to our schools and children when there is a lack of resources, support, and inclusive narratives in the lesson plan? What we get are all the issues described in this paper and concepts like the Prison Industrial Complex, and the School to Prison Pipeline Theory; two theories that surround education in low income communities with a self fulfilling prophesy of jail, poverty, and illiteracy.

After examining the issues and identifying the population I will propose a plan that will not solve every problem that D.C. Public School children in low income neighborhoods face, but will at least start the process. This program will change the way students attend school and how they get to interact in the classroom. Essentially, administrators, teachers, and the community will work together to reform their classroom experiences in to a Student Centered Learning classroom with peer and adult mentoring to increase needed support and community. Teachers will take a passenger seat role in the classroom and the students will take the driver seat- navigating their learning environments, exploring the possibilities of their lives and traversing through their passions. Students will also be assigned mentors while being trained to be mentors themselves so that at some point they too learn the value of reaching back and helping someone but also the value in supporting one another and working together.

Population and Needs Assessment

Wards 5, 7, and 8 are demographically populated with a majority of African American people. These communities are believed to be, socioeconomically, on the lower end of the spectrum when compared to the rest of Washington, D.C. For this reason, these are the communities that will be focused on. African American students and any student that identifies with the African diaspora in these communities are the focus of this program. This is not to neglect any other child's learning experience but it is to highlight the necessity we have when it comes to African American children and their public school education here in the United States of America.

Ideally, the reform of public school education in wards 5, 7 and 8 means to touch every student ranging from kindergarten to high school, however, for the purpose of the initial implementation of this program we will focus on middle school students. It has been proven that the younger the child the more impressionable they are and the easier it is for them to retain information. Middle school specifically has been said to be the transitional point in a student's academic and social journey. This is where they are no longer little kids, they are more aware of what is going on around them, and they are figuring out and conceptualizing the dynamics of peer influence and pressure. A website

called Middle School Matters Institute, a research institute that seeks to improve student preparedness across the nation, wrote on The Importance of Middle School and stated that, “Research indicates that students at risk of dropping out can be identified as early as sixth grade. In fact, sixth graders who display just one of the following off-track indicators have only a 15% - 25% chance of graduating on time: A Failing grade in mathematics or English; Language arts, an attendance rate of less than 85%, and one unsatisfactory behavior mark in a core course.” (MIDDLE SCHOOL MATTERS" 2018). For these reasons and those mentioned before The Each One Teach One Program will strive diligently to increase attendance, increase student engagement, and increase competency levels for the DCPS community.

When the thought of Washington, D.C. enters the mind, people usually think about it being the nation’s capital, where all the great monuments of this nation are housed. Most famously, however, is the name that has slowly changed; that name being “Chocolate City”. In the 1970’s, according to The District of Columbia Financial Literacy Council, of 756,510 residents 71.1 percent were African American. By the year 2000 the African American population has decreased to 60 percent and by 2014 the population dropped to 50.7 percent. The population that being focused on in this program include students in Wards 5, 7, and 8 that attend DCPS middle schools. In the entire District, African American students represent 60 percent of the students in public school. In Ward 5 African American students represent 76 percent, in Ward 7 they represent 94 percent, and in Ward 8 they represent 93 percent. These same African American students, in 2017, were placed on a scale from 1 to 5; 5 symbolizing college and career readiness. At level 5 our African American students only represented 7.2 percent in academic achievement in ELA and 4.6 percent in Math (2014, 7). Our students are showing low literacy and competency the areas of math and English. With students not performing and schools feeling the pressure of government funding based on test scores and graduation rates our students are being filtered through the system without the proper tools that they need to be successful citizens of the community. Recently, the District of Columbia education system has been questioned about its credibility and integrity as it relates to their curriculum, and the way they evaluate student’s preparedness for graduation. News reports have exposed DCPS for graduating one third of their students for the sake of statistics rather than actual merit. Teachers and administrators where graduating students that had low competency in areas of academia that are essential for higher level education and for the working world. They were also graduating students that had almost never been in class.

According to The Washington Post,

Scrutiny of high school graduation rates — launched in response to an investigation by WAMU-FM (88.5) and NPR — revealed that one-third of graduates should not have

received diplomas last year because of chronic truancy and other problems. The manipulation of those figures led to the firing of several school administrators and prompted an ongoing investigation by the FBI, U.S. Education Department and D.C. Office of the Inspector General (Jamison 2018).

On top of that, our students in Wards 5, 7, and 8 are suffering from juvenile incarceration and recidivism rates that are astounding. According to *Juvenile Justice Geography, Policy, Practice, and Statistics* the total number of juveniles between the ages of 10 and 17 that were detained for crimes in 2015 were 136,100 compared to the nation average of 50,100 (JJGPS 2015). This just highlights that there is a lack of engagement. When it comes to attendance and student engagement in 2016, "...55 percent of high school students in D.C. public schools missed more than 11 days of school..." (McGee 2017, 1). According to the Annual Truancy Report from 2018 truancy increased from 2016-2017 by 2.1 percent from the previous year making the rate 28.7 percent. In addition to that, the unemployment/ underemployment rate in D.C. has been an issue that has only increased for natives of the city. According to DCFLC, "While the local economy has traditionally produced higher wage jobs, unemployment or underemployment and resulting poverty remains a stubbornly persistent reality for thousands of D.C. residents...The income disparity is reflected in the District's homeownership rate of 42.8 percent..." (DCFLC 2014, 8). Worst of all, and at the core of the issues that we are facing as a community in the District of Columbia, our students and residents experience a depleting sense of self-worth, self-awareness, and emotional intelligence- all things that assist in our growth and development as humans. DCPS's article entitled *Reduce the High School Dropout Rate: College and Career Preparation* identifies challenges that need to be addressed in our schools with our students and they go on to say, "Often, alternative pathways' students have fallen behind due to life circumstances. Some have social emotional needs that traditional supports [resources] in a high school cannot address. Others have obligations that prevent them from attending high school during the traditional program hours." (DCPS 2018a, 2). So, you can see that these children are not only suffering due to socioeconomic problems that are plaguing their communities but are suffering internally.

Statement of the Problem

Through research and observation, the problem that we are facing with our students is not the students themselves but an education system and an economic system that has done them no justice and has stunted their opportunity to be successful. Wise words from someone once told me that when a seed will not grow we do not change or condemn the seed we change the environment that it is trying to grow in to be more conducive to the growth process. This metaphor is a testament to where we as

change agents need to keep our focus and map out strategies. That is why the Each One Teach one program seeks to focus its attention and the schools attention, not just on getting good grades, passing students, and high test scores, but on the entire social growth and development of the student. Providing them with a classroom designed to support the learning process and provide them with that sense of community that they need to stay motivated and self-assured. “Learner motivation and actual learning increase when learners have a stake in their own learning and are treated as co-creators in the learning process” (McCombs & Whistler, 1997, Page#).

Theory of Change

The practice that I will be using to guide the development of the program is called Student Centered Learning (SLC). Coupled with SCL I will also be using the fundamental concepts of mentoring and its positive effects on “at risk” communities and the children in it. These concepts will guide the program objectives and goals while also assisting in the specific program plans and design.

Student Centered Learning

After much research on different methodologies within the educational field the one clear resolution that stood out the most was this idea of Student Centered Learning or SCL as it may be referred to in this paper. Student centered learning focuses around the student and their ability to be the driver of their learning environment. “Put simply student centered instruction is when the planning, teaching, and assessment revolve around the needs and abilities of the students” (Brown 2008, 1). *Student-Centered Learning* is where the educators take a passenger seat position while educating their students rather than the driver seat. It is said to be, “In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching” (Cannon 2000). So what are the factors that make up a student centered learning environment? According to the Iowa CORE there are critical attributes that make up Student Centered Learning. Those attributes are constructed of learning, metacognition, educator/ student partnership in learning, collaborative learning, and meaningful assessment in real world contexts (Iowa CORE 2018, 2). The environment has to be supported by the teachers, faculty, and of course the students.

According to the Iowa CORE (2018) there are three people that can be identified for the idea of SCL, those people being Piaget, John Dewey, and Lev Vygotsy. “Piaget explored the process by which humans construct their knowledge of the World, and Dewey emphasized the learners interaction with the physical environment. Vygotsky developed the role of social interaction as a dimension of learning” (Iowa CORE 2018, 1). Jean Piaget was a psychologist that is most known for his work in child development and epistemology; the study of how we think, what we think and why we think it. Piaget

had the idea that a child's mind should be constructed from the ground up through the correlation between curiosity of a new subject and the child's experiences in the world thus far. He further stated that as educators, one cannot simply believe that a child's mind is empty and should be filled with already formed "adult" concepts and truths. Education essentially should be a developmental process where all parties are actively involved in the discovery of the "answers". John Dewey similar to Jean Piaget believed that you could not force feed education to a student. He took things a bit further by implying that a student was most engaged and learned the best when they could utilize their thoughts as tools for action- a student was going to learn better by doing rather than just being told the answers. Lev Vygotsky is famous for his work in Social Development Theory and as his research parallels both Piaget and Dewey believed it is a person's community that plays a pivotal and fundamental role in the development and learning process. He believed that it was through a child's social learning process that assisted them with their development and growth. As you can see when putting all of the theories and research of these scholars together, the result is this idea of Student Centered Learning.

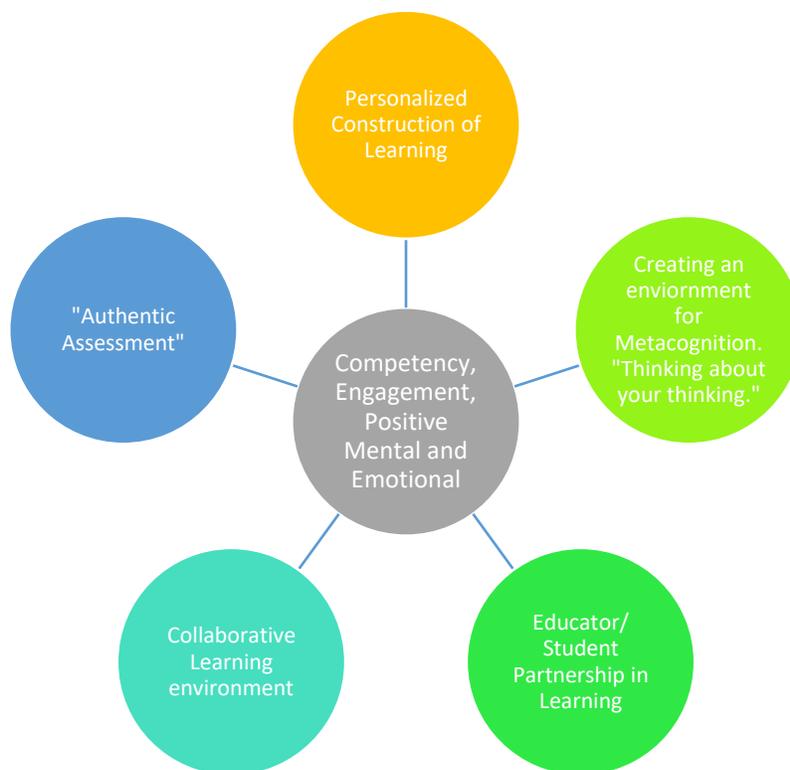


Figure 1. Student Centered Learning.

Mentoring

Mentoring is the other component of change in the Each One Teach One program. Mentoring has for the longest time been an important aspect to the growth and development of people, but most

specifically the youth. We can even reach as far as to say mentoring has been around for thousands of years. When you wanted to learn a trade or needed to learn a trade to provide for your family or become well versed in particular subject areas you had to in a sense be the mentee of someone or some group. The role of an apprentice can be seen as someone being mentored or guided and taught the ways of that field. Having a mentor or someone to guide you along the way and teach you the tools you will need to succeed is something that we all should have in our lives even if we do not officially call that person our mentor; they may just be a good friend with really good advice and support. When we think about need and we think about the students that this program will be focusing on we can imagine the severe need for the students to have mentors and reap the harvest of all that mentoring has to offer; not just as the mentee receiving support but in hopes that one day that same mentee will give back the same service to another.

As cited in Abu Mboka's journal entitled, *Universty- Sponsored School Based Mentoring Programs That Target At-Risk Youth: A Glimpse of Student Mentor's Experiences and Challenges*, he writes'

The prevailing conclusions today are that mentoring positively affects various aspects of protégés' lives and development. More specifically, studies show that mentoring positively impacts at-risk youth (Chan and Ho 2008), promotes pro-social peer attachments and trust (Yeh, Ching et al. 2007), eases interpersonal difficulties and enhances social and emotional development (Blinn-Pike, Kuschel et al. 1998), assists youth's transition to adulthood, and reduces behavioral problems (Bergerson and Petersen 2009; Hughes, Welsh et al. 2009; Ahrens, DuBois et al. 2010). Mentoring also broadens protégés' social networks and support systems (Sánchez, Esparza et al. 2011), improves relationships with parents and reduces unexcused absences (Rhodes, Grossman et al. 2000). It also benefits youth with high and low risk level behaviors (Chan and Ho 2008) and helps adolescents overcome societal and relational adversities (Rhodes, Bogat et al. 2002) (Mboka, 2012)"

The Each One Teach One program seeks to use the ideas that come from the general theory of mentoring and its effects on youth. This program will not only state the process of providing students with more control and creative freedom in their scholastic experiences but will also provide them with a mentor that they can connect with and feel supported by throughout their years as a student in the DCPS system.

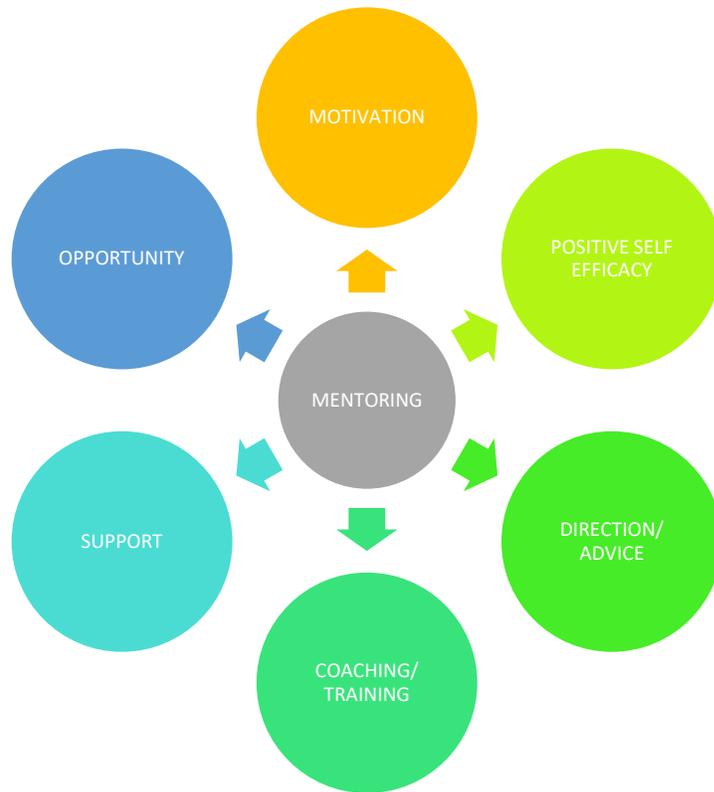


Figure 2. Mentoring Model.

As with any policy, theory, or program idea one always has to be cognizant of the not only the strengths and the opportunities that it presents to be a great idea, but also and most importantly the weaknesses and the threats that may present itself during the implementation process. In analyzing the research on student centered learning and mentoring the only weakness that I could find when adopting these principles and practices normally reveal themselves in the form of lack of information, lack of training, and resistance from the parties involved because of the fear of something new especially something new in such a system comfortable in its archaic practices. These weaknesses can threaten a program of this nature because if we are unable to provide enough research, information, and the tools needed to be fully competent when implementing this idea it can affect the programs ability to meet its goals and objective which will inevitably make it ineffective and potentially do more harm than good to the students that we are trying to affect change with.

Conversely, student centered learning and mentoring strengths have already been identified and proven effective when executed properly and thoughtfully. Those strengths include, empowering the student to want to learn and take control over their learning experiences, which allows for better reception to the material, better ability to connect experiences with new and innovative ideas in order to draw parallels, as well as, the level of emotional intelligence it involves that allows for both the student and teacher to feel like what they are learning and soaking in is something personalized and

not standardized. The opportunities in this method of learning and mentoring are opportunities to reengage the student and inspire them to be in school- cutting down truancy rates and youth incarceration rates. There is also the opportunity to increase test scores, and English and math competency cultivating more equipped students ready to seize any opportunity they may have at being a successful and progressive citizen in their community. It will also open up the opportunity to increase a more positive self-fulfilling prophesy and sense of self-worth in the youth, which will contribute to the overall growth and development of the student. Weighing the risks and the strengths, the Each One Teach One program is an opportunity to bridge the gap of inequality and inequity in schools and the community's that they reside in while giving each student in the DCSP system a chance to make their lives better and their communities better for themselves and those that will follow.

Theoretical Model

In order to provide our students with a learning environment that is more conducive to developing the leaders and innovators of tomorrow we have to look at three components. The program will focus on two ideas but the third component is the glue that will hold everything together. Developing leaders of tomorrow in our lower economic and disadvantaged communities will take a simultaneous effort from the government, the school administrators and educators, the students and the community. Focusing on the dynamics of Student Centered Learning and mentoring we can change the way our students retain information, engage in their academics and with one another, as well as, ensure their mental and emotional health and wellness is fortitudinous for them to thrive in society; not only as scholars but as community participants and simply put human beings. Student Centered Learning provides the environment for the student to feel in control of their learning experience while mentoring provides the support needed to feel confident in that same learning environment and within themselves as the vessels of knowledge. The community, as mentioned, acts as the glue that holds the main two components that we are using to develop this program together. The community's role is to support the program and engage in the program just as much as the educators and the educated are going to be. Combining all three components will help structure and guide the Each One Teach One program towards education reform that will pave the way for success in our public school systems, specifically in wards 5, 7 and 8.

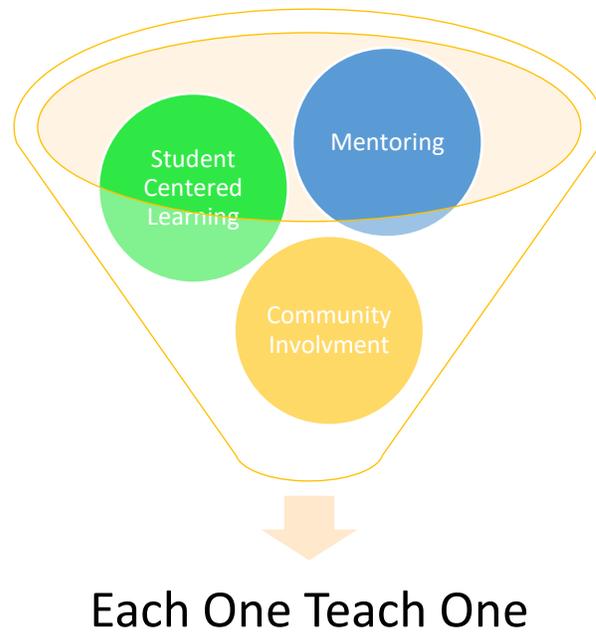


Figure 3. The Major Components of the *Each One Teach One* Program.

Program Design

The planning, execution and assessment of this program will be an additional mechanism to be used in the journey towards education reform. It will allow for African American students that live in low economic communities, and are considered “at risk”, the chance to excel and obtain better opportunities post-graduation from high school, as well as, equip them with the tools they need to be self-aware and self-assured. The program will be broken down in to three phases, the Introduction Phase, the Organization Phase, and the Implementation Phase. The Introduction Phase will only be for the initial presentation of The Each One Teach One program and to go over the necessary requirements and steps to implement the program at the school. The Organization Phase will gather the necessary resources and training needed to execute the program. The design will then model its Implementation Phase by using some of the methods used in Student Centered Learning to then develop the student centered classrooms. This part of the design will engage the students and will consider the thoughts, beliefs and experiences of them. It will highlight the student’s ability to lead, discover, and be a team player- all while learning more about who they are and what they believe in.

The Implementation Phase has within in it, its own plan that will encourage, enlighten, and empower the students to be more engaged, focused and motivated about school and learning, as well as, increase positive self-efficacy and positive behavior. Mentoring will be the last design piece of the

program but the piece that ties everything in together. The students will reap the benefit of having a support system there to guide them and be there for them along their journey through school and at times in life. There are many participants in this program and the students being impacted have been mentioned. Along with the students, the teachers and school administrators that are facing the changes with this program will learn new techniques in facilitating a classroom, learn more about emotional intelligence and cultural diversity and disparity, as well as play a major role in reshaping Washington, D.C.'s reputation in education.

Goals and Objectives

Goal 1- Introduction

The first goal of the program is to introduce a new concept of learning and development to the public school system in D.C. and begin the implementation process of Each One Teach One.

Objective 1

Host an introductory seminar to openly discuss the issues in the community, most specifically the student body community that attends D.C. Public schools in Wards 5, 7, and 8, and galvanize support for the Each One Teach One Program.

Objective 2

Introduce the concepts and benefits of student centered learning and mentoring and how the Each one Teach One Program will utilize those concepts to enhance the student's academic and social environment.

Objective 3

Create publication material to publicize the Each One Teach One program to the community that was not in attendance that will explain the new initiative and all it encompasses.

Goal 2- Organization

The second goal of the program is to gather all the resources needed to create the perfect student centered and supported environment where all students feel encouraged, enlightened, and empowered and every staff member and community member feels confident and informed.

Objective 1

Facilitate a training program/ course for all faculty and teachers that work for each middle school in the 5th, 7th, and 8th Wards. The training will be different courses on cultural diversity; student

centered learning practices, conflict management and other social development courses that will provide the necessary tools for teaching their students. Teachers will also use this time to develop their personalized student centered classroom with the assistance of a EOTO representative if needed.

Objective 2

The second objective will be to create a committee within each school made up of an EOTO site manager, the Principal, a teacher from each grade and 1 to 2 student representatives from each grade. This committee will meet once a month to perform a SWOT analysis of the program and give feedback; both positive and negative; about general school activities and experiences. This committee will rotate student positions to afford other students the opportunity to lead as a representative on the committee.

Objective 3

The third objective will be to recruit mentors for the mentoring component of the program. All mentors will be available once a day during regular school days to meet with their mentee after their last class. The mentors will be volunteers from the general public, local universities and colleges, as well as, from within the school. All mentors will be background checked and will attend an orientation.

Goal 3- Implementation

The third goal of the program is to Encourage, Enlighten, and Empower each student to want to learn, grow, and be successful and scholarly.

Objective 1

School EOTO Committee formed and in place. This committee will be the liaison between the student body, and the community. They will assist, create, and facilitate the activities produced by the EOTO program.

Objective 2

Every morning before the students go to their first class there will be a “pep rally” or what we call “Harambee.” This pep rally or Harambee will be a time when the students can get pumped up for the day through song, dance, chants, and cheers. Positive affirmations that will get the blood pumping and the mind flowing.

Objective 3

After the Harambee, students will go to “homeroom” which will be transitioned in to “The Class of Exploration and Inquiry”. This class will allow each student to get whatever it is that will distract them during class off their mind, it will allow for them to research and investigate their curiosities and interests, and most importantly it will give them the time to mentally get ready for the day.

Objective 4

From their first period to their last period each student will attend each of their classes in each of their subjects but will take on the role of the teacher. This will happen through student lead discussions and in class group work. This part of the program is where the teacher uses what they have learned and their skill to create their best version of a student centered classroom.

Objective 5

The fifth objective in the program for this goal is for every student to be assigned a mentor and to meet with that mentor every day after their last class to decompress and debrief.

Activities and Outcomes

This program has many objectives but the ultimate one is to provide a fair, equitable, and enriched learning environment to all students. Most specifically students in economically disenfranchised communities that are neglected and under resourced. The Each One Teach One program will host a series of introduction seminars in each public middle school in Washington, D.C. which will take place on the site of the school. This introductory seminar will happen one time for each new school that adopts the program and will host training and development each summer for all faculty and staff. The Organization phase will take place once a month during the school year and will then meet one 2 weeks before the school year starts to plan for the year to come. This will be the time to create chants, songs, positive affirmations, come up with ideas to engage the students and most importantly this will be the time for teachers to present their student centered learning classroom ideas and classroom design. The mentoring component of the program will run all year round, including the summer, to sustain the mentor and mentee relationship. During the summer the mentor and mentee meetups will include one day a week at the school to work on goals and build on interests (college, trade, etc.), and then at least one outing per month where each mentor and mentee spend quality time outside of school doing something fun and active.

Participants

The major participants in the Each One Teach One program are the students in Wards 5, 7 and 8. Participants in the program during the Information Phase include, teachers, administrators, the community that choose to attend and the student body. During the Organization Phase the participants will be the site managers from EOTO, and the committee that has been chosen. In the Implementation Phase the participants are all members mentioned above.

Program Agenda

Introduction

Week 2-4 will be annual during the first month of summer break.

EOTO Seminar Week 1

Day 1-

Open to public. Introduction of the Each One Teach One program, the purpose, the mission, the goals, objectives, and more about student centered learning and mentoring.

Day 2-5-

Open to public for free classes and course on student centered learning, and emotional intelligence, conflict management, and a viewing of “13th” by Ava DuVernay.

EOTO Seminar Week 2

Day 1-5-

Closed to public and only open to teachers, and school administrators. This is the period of the seminar that is considered the “open mirror”. The teachers and school administrators will do exercises and group work that will facilitate some self-reflecting, self-analysis, and help them delve deep in to their inter- and intrapersonal skills.

EOTO Seminar Week 3

Day 1-5-

Closed off to public and only open to teachers and school administrators. This part of the seminar will be where the teachers and administrators will work together to design their very own unique student centered learning classroom. The teachers and administrators will use tools provided to them by the EOTO seminar moderators, their reading materials, and their own creative minds.

EOTO Seminar Week 4

Day 1-5-

Open to the student body that chooses to participate, and the faculty and staff of the school. This will be where the committee will be chosen/ elected, as well as, the time that a mock trial of each teacher's proposed STL classroom design will be ran, feedback will be given and the week for any Q&A.

Organization-

Organizing Committee

Two weeks before classes start for the students the committee will meet to decide on the details for each component of the program from day to day. This includes coming up with the chants, cheers, songs, positive affirmations, getting any updates and news ready for the students, and discussing of any activities and events that the program wants to host for the students and community.

Implementation-

Harambee

The beginning of the student's day will consist of "Harambee". Harambee is the practice of developing and inspiring hope, motivation, and togetherness in order to create a more fluid and engaged learning environment. Harambee means "all put together" in Swahili and is a Kenyan tradition of coming together to honor one another. This is done in many different ways in Kenya and different parts of West Africa but the way that this program will incorporate it is through song, dance, cheers, and chants. This part of the day will be what some may call the "pep rally" part of the day. Harambee will be organized by the teachers and staff but lead by the students. One student will play as the Host (the person leading the chants, cheers, and songs), while other students take on other roles throughout the morning session. Harambee will start off with an opening chant, cheer, or song and then lead in to what is called roll call. Roll call will allow for each class to represent themselves and show their school spirit. Following role call will be another motivational song, chant, or cheer followed by announcements and updates. After the announcements and updates the students will jump in to positive affirmations for the day, the ord of the day, and the quote of the day. Then they will end the morning Harambee session with a closing song to motivate them for the beginning of the day!

Class of Exploration

The second period of the day is the "Class of Exploration". The class of exploration and inquiry is where the students will get time to relieve themselves of the distractions that they may have on their

brain before they get in to their first class. This will be the time to finish any work that needs to be finished, use the resources to research, and investigate any personal interests, professional interests, and collegiate interests. This is where students can create, design, and to explore.

3rd Period- 6th Period

Each part of the program initiatives are important and play an essential role in the accomplishment of each goal and execution of all objectives. One of the most impactful parts of the program will come inside the classroom involving the student and teacher interaction. This is where the teachers will learn how to take a “passenger seat” position in the learning environment for the students. Essentially the classrooms will be heavily lead by the students and broken down in to group work activities, however, during the introduction phase planning will be done by each teacher to create their own unique student centered classroom.

Mentoring Session: Decompression and Debrief

This part of the day will be allotted to the student and their mentor. This will be the time that the mentor and mentee will set personal and professional goals, work on growth and development through a series of exercises and activities, as well as, allow the mentee to decompress from their day and debrief the mentor on what happened though out it. During the school year the mentor will have to be available every regular school day at the end of the school day. The mentor will transition from every day to once a week at the site location designated. Every month the mentor will schedule at least one outing with the mentee somewhere that is engaging and fun to help develop and sustain the bond.

Program Plan and Implementation

Milestones and Tasks

Milestones are tracked as four items seen in the following tables (Tables 1-4), Introduction, Organization, Implementation, and Assessment and Evaluation. The following lists in detail all tasks to be completed for each program cycle. Table 1, 2, 3, and 4.

Table 1. Phase 1- Introduction

TASK: PHASE 1	START DATE	TIME TO COMPLETE	END DATE
Draft grant for submission to D.C. Government during RFP disbursement period	1/5/19	6 Weeks	2/16/19

CAPSTONE PROJECT PLAN TEMPLATE

SUBMIT grant to D.C. Government and apply for a contract/ bid	2/17/19	1 Day	2/18/19
Wait for Grant/contract approval	2/19/19	6 Months	8/19/19
Create sponsor letters to mail out to small local businesses and the community.	1/5/19	2 weeks	1/19/19
Plan fundraiser for EOTO:			
Venue Pricing	1/5/19	5 Days	1/10/19
Invitation List	1/20/19	5 Days	1/25/19
Sponsorship Procurement for Fundraiser	1/20/19	30 Days	2/20/19
Catering and Beverage Pricing	1/10/19	5 Days	1/15/19
Entertainment Pricing	1/10/19	5 Days	1/15/19
Confirm venue, food, beverage, and entertainment	1/16/19	4 day	1/20/19
Decoration planning pricing and purchasing	1/20/19	10 days	1/30/19
Seminar for EOTO:			
Schedule access to the school(s) for one month after school closes.	1-Apr	3 Days	4-Apr
Outline presentations and lesson plans for each seminar week	3-Jan	5 Days	8-Jan
Draft the Schedule	3-Jan	5 days	8-Jan
Book and coordinate speakers	9-Jan	10 Days	19-Jan
Develop presentation materials	9-Jan	10 Days	19-Jan
Approve and secure seminar catering	1-Mar	30 days	1-Apr
Finalize program materials	1-Apr	30 Days	1-May
Finalize Schedule	1-May	5 Days	6-May
Organize and prepare all materials needed for seminar	31-May	1 day	1-Jun
Begin Seminar	First Week of June	4 Weeks	Last Week of June

Table 2. Phase 2- Organization

TASK: PHASE 2	START DATE	TIME TO COMPLETE	END DATE
Recruit a teacher from each grade to sit on committee	1 Month before school ends	3 Days	
Send home a newsletter through the mail and electronically for student elections for the two representative spots available on the committee.	1 Month before school ends	5 Days	

Host student election forum/ campaigning	3 Weeks before school ends	2 weeks	
Voting Day for students	1 week before school ends	1 day	
Finalize Student vote and announce elected representatives from each grade.	Last Day of School	Same Day	
Coordinate and schedule first committee meeting of the year.	Last Day of School	Same Day	
Create and finalize chants, cheers, songs, and any dances for Harambee.	1 Month before school starts	1 Week	
Recruit volunteers for mentoring component	1 Week after school ends	1 Month	
Interview and background check new mentors	1 month after recruitment	3 weeks	
Finalize mentors and assign mentor to mentee	1 month before school starts	1 week	
Mentor Orientation	1 Week before school starts	1 week	

Table 3. Phase 3- Implementation

TASK: PHASE 3	START DATE	TIME TO COMPLETE	END DATE
Get prepared for morning Harambee	1st day of school	1 year	End of the school year
Gather Students in gymnasium or cafeteria	1st day of school	1 year	End of the school year
Start Harambee	1st day of school	1 year	End of the school year
Roll Call	1st day of school	1 year	End of the school year
Announcements and Updates	1st day of school	1 year	End of the school year
Positive Affirmations, Word of the Day, and Quote of the Day	1st day of school	1 year	End of the school year
Close out Harambee	1st day of school	1 year	End of the school year
Attend Class of Exploration and Inquiry	1st day of school	1 year	End of the school year

Set Goals and write down interests	1st day of school	1 year	End of the school year
Research, and explore list of interests	1st day of school	1 year	End of the school year
Attend student-center focused class	1st day of school	1 year	End of the school year
Meet up with mentor for decompress and debrief	1st day of school	1 year	NO end date

Table 4. Phase 4 Assessment and Evaluation

TASK: PHASE 4	START DATE	TIME TO COMPLETE	END DATE
Schedule voluntary exit interviews for each student in each grade:	1 week before school ends	5 days	
Create and hand out surveys to teachers and administrators	1 week before school ends	5 days	
Host an end of the year town hall for the community	Last weekend before the school year ends	1 day	

Review and Evaluation

This will happen in three segments. The first segment is student feedback, then teacher feedback, and finally community feedback. The valuation period will be done through the facilitation or interviews, surveys, and open floor dialogue with a town hall meeting. There will also be monthly debriefings with the EOTO committee (Site manager, Principal, teacher rep, and student reps). Everyone will provide reflections and feedback for improvements of the program. All suggestions will be taken into consideration and reviewed for effectiveness month to month and for the next year. Moreover, the surveys that are distributed each year will be reviewed to assess thoughts and feelings on execution and relevance.

Gantt Chart

Table 5. Timeline of Milestone Completion.

Each One Teach One Gantt Chart			DURATION (days)
START DATE	END DATE	DESCRIPTION	
2/16/19	6/30/19	Introduction	134
2/16/19	6/30/19	Organization	134
8/15/18	9/17/18	Implementation	32
9/1/19	6/30/20	Assessment and Evaluation	299



Figure 4. Gantt chart of the milestone durations.

Communication Outreach

The Each One Teach One programs primary means of communication will involve email blasts to the community, newsletters (print and digital), and radio advertising for events, fundraisers, and new initiatives. The Communications/ Marketing specialist for Each One Teach One will organize how and when information will be distributed. They will be in charge of telephone calls, emails, graphic designing for flyers and posters, and event sponsorship. There will also be a social media presence because today’s world is all about social media. EOTO will be connected to the following social media networks:

- LinkedIn
- Facebook
- Twitter
- Instagram

Organizational Resources

The Each One Teach One program promotes equitable growth and development in each DCPS student. This program will require organizational resources in order to operate in an effective and efficient manner.

Human Resources

Executive Committee:

Program Chair/ Vice Program Chair/ Secretary-

These People are responsible for the overall program, as well as, its development. They are the point of contact for all stakeholders as the face of operations for the Each One Teach One program. They are responsible for ensuring program goals and objectives are met. The Secretary plays an administrative role ensuring all paper work is in order, all meeting are scheduled, and any and all inquiries from the public are directed to the appropriate person.

Board of Directors

These people will be responsible for overseeing the programs activities and will meet to discuss and place a vote on the different matters effecting the program/ organization. The Board of Directors will focus on the programs mission, strategy, and goals.

- Ms. Jasmine Beard
- Mr. Abimbola George
- Ms. Leana Baker
- Mr. Marcus Cave McClarty
- Mrs. Teeonah Brown

Administration:

Christina Wong, Executive Director- The Executive Director is responsible for strategic planning, working with the Board of Directors, and operating within the budget.

Jasmine Beard, Mentoring Coordinator- The Mentoring Coordinator oversees and guides the mentoring programs, ensuring that people are paired with an advisor or mentor who meets their specific needs.

Abimbola George, Program Coordinator- The Program Coordinator will work with staff members, school administrators and faculty. They will operate within certain budgets, and procedures to ensure the

implementation and success of program. They will also monitor the staff members' workloads and hours, and coordinate their schedules.

Leana Baker, Office Manager/ Exec. Assistant- In addition to overseeing personnel, office managers ensure the smooth functioning of a business. Moreover the Office Manager/ Executive Assistant will work closely with all executives to execute and maintain program directives and special projects.

Marcus Cave, Site Coordinator- The Site Coordinator will be the lead liaison for each site (schools). They will work closely with each committee that is formed in each school and play as the in between person for that school and the executive staff at Each One Teach One. The site coordinator will also assist the Mentoring Coordinator in procuring mentors and training them.

Teonah Brown, Accountant- The Accountant for Each One Teach One will prepare and examine financial records. They will make sure that all financial records are accurate and that taxes are paid properly and on time. The accountant will perform overviews of the financial operations of the program in order to help it run efficiently.

Each One Teach One School Committee(s):

The EOTO School Committee will take on the responsibility of being the student body and schools leaders for the Each One Teach One program. They will meet once a month to go relay any information that is important to the student body, faculty, and staff. They will also create, design, and execute the day to day program activities for EOTO, such as, the chants, cheers, songs, and dance for Harmabee, assist in facilitating the Class of Exploration and Inquiry, act as a review panel for each teacher's student centered classroom design, and essentially be the voice of the school and community. Members include:

- Each One Teach One Site Leader
- Principal/Vice Principal
- Administrative Assistant at school
- 1 Teacher from each grade
- 1-2 Students from each grade

Mentors-

The mentors in this program will all be volunteers that elect to take on a mentee for duration no shorter than a year. This mentor will be available every regular school day at the end of the school day to meet with their mentee for decompression and debriefing. The mentor will also use this time

to set personal, professional, and academic goals for their mentee in which an evaluation of the progress and completion of said goals will be determined at the end of the year. The mentors will also coordinate at least one outing per month to fellowship outside of school with their mentee. During the summer months when the students are not in school, the mentors will maintain their relationships with the students once a week at their designated site location and continue to spend time with their mentee on an outing at least once a month.

Physical Resources

DCPS Middle Schools will provide the physical resources. They will include the following:

- Cafeteria/ Gymnasium
- Classrooms
- Microphone and Speaker system
- Work space for mentor and mentee
- Writing instruments
- Computer

Office Supplies

Office supplies will be provided by the school, as well as, EOTO:

- Harambee packets
- Pens and paper for mentoring session
- School supplies that students already have and those provided by the school
- Discovery and Inquiry Journals
- Agenda materials and training materials for seminar and town hall meetings

Knowledge Management and Information Sharing

All information collected by EOTO will be stored in the EOTO secured database. Organizational correspondence will be communicated through the EOTO email address and each program staff will have their own unique email address an example of a staff members email is last name first initial@EOTO.org. Other organizational communication will be done through social media and the official website of EOTO. www.EOTO.org.

Budget

The budget for this program will be based on the funding that D.C. government gives to each middle school and how they allot their money towards extra circular activities. In the 2019 Budget published

by D.C. Public Schools there is a section in it that allocates money to “School Partnerships” which is defined as, “an organization or group that is committed to work with DCPS to make sustainable impact on a shared goal around student success. Partners may include community organizations, afterschool providers, corporations, donors, and/or vendors that collaborate with schools throughout the year (e.g.—curriculum/PD partners).” (School Budget Development Guide 2019). The budget presented here will highlight a summary of what will be needed to get this program up and running.

Table 6. Expected Budget for one program cycle (12 Months)

Budget Item	Cost
EOTO Administration	360,000
Introduction Seminar	8,000
Discovery and inquiry Journals	10,500
Teacher Training	22,000
Mentor Recruitment	30,500
Mentor Training	22,000
Back Ground Investigation	30,000
Website Maintenance and Social Media Marketing	10,000
TOTAL	493,000

Budget Justification

The outlined budget accounts for expenses incurred by EOTO staff. Each item has been categorized as a necessary part of the program to ensure all necessary resources are available for the success of the program. This budget is itemized to reflect one cycle of the program while it is being tested out. The EOTO staff salary is calculated at \$60,000 per person. This money is to pay the salary of each administrator and executive for Each One Teach One. Although the focus of this paper is to describe the Each One Teach one program these positions held by the administrators are full time positions working around the clock on new initiatives, legislation to reform education, and procuring sponsorships, partnerships, investors, and supporters to aide in school funding and program funding. The supplies needed for the seminar include training material, handouts, marketing material, and food. This amount reflects what will be needed for all middle schools in wards 5, 7, and 8. All mentors must undergo a strict background investigation to assure the safety of each mentee. Then all mentors must go through an initial training, for which training material and information must be kept up to date with periodic trainings held as refresher courses for the mentors.

Assessment and Evaluation

The program’s performance assessment and evaluation will be evaluated in two ways; a formative evaluation and a summative evaluation. This means that during the course of the program there will be information collected and recorded to help make improvements along the way, as well as, data and feedback collected at the end of the program. The evaluations will take on a mixed methods strategy using both qualitative and quantitative analysis. They will be held in three groups: student interviews (during and after program), teacher surveys and group interviews, and community feedback and testimony. The best model to use in evaluating The Each One Teach one program is Kirkpatrick’s Model of Learning. This model has been used for over fifty years because it allows for the evaluator to look at four key areas of learning and engagement. Thos four areas include, the reaction(s) to the program, was there anything learned from the program, it evaluates the behavior of those participating in the program or observing the program, and what results came from it.



Figure 5.Kirkpatrick's Model of Learning Effectiveness

The school year will begin with expectations to be achieved. This will be documented and recorded by EOTO. Then each month before the EOTO School Committee meets the teach representatives will get feedback from the teachers and the student representatives will get feedback from the students. Again, this will all be documented and recorded by EOTO. During the 6 month mark a survey will go out to all students and teachers and a town hall will be held for the community, teachers, and the students to participate in. At the end of the year each student will take a quick exit interview sharing their experiences and all teachers and staff members will participate in a survey and group interview

by grade. There will also be an end of the year town hall meeting to gather data and feedback as it was gathered during the mid year.

- Reaction- Surveys, exit interviews, and progress reports throughout school year.
- Learning- Test scores and grade assessment from the beginning of the year to the end of the year.
- Behavior- Attendance records reviewed, and delinquent encounters recorded to compare from the start of the program to the end of the program.
- Results- Exit interviews of students, group interviews and surveys for teachers, and town hall meeting for feedback from community.
 - These factors will help determine the RIO/ROE.

Sustainability

The Each One Teach One program will use the data collected from the school year and the assessments and feedback that is given to us by the students, teachers, and community. This will help us determine the sustainability of the program. After the first year we expect to see some changes but not much as things of this nature take time to get settled, run smoothly and effect change. After a four year cycle of the program, which will monitor very closely those entering in to fifth grade and those same students, graduate from eighth grade, the sustainability will be dependent on three areas of growth. Those areas include student English and Math competency and test scores, student engagement and attendance, and the overall emotional state of the student. With the success of the program Each One Teach One plans to be in every DCPS school with heavy emphasis on “at risk” schools and children. This program will sustain itself through community involvement, fundraising, and the year round mentoring program which will solidify our place in the community not just during the school year but after. Annual fundraisers will be held to supplement any government funding we do get to continue to grow and enact other components of Each One Teach One.

When the data results are in and we learn that the program has been a success Each One Teach One will expand to other schools in the District and begin to work on the next phase and initiative that will continue to develop our students in an equitable and opportunity filled way.

Summary

The Each One Teach one program highlights the negative impacts of our education institutions and the neglect of a certain class and race of student. Through the development of this initiative Each One Teach One will provide a space for students to be students and teachers to be teachers. Most of all

Each One Teach One provides a road map on how to develop our students in to successful and well rounded individuals. Each participant will understand more about themselves, particularly in leadership roles, they will gain a better sense of self worth and awareness, they will be provided an efficient learning space for proper retention and competency, and they will feel motivated to show up and get engaged. D.C. Government has about 700 million dollars in funding for DCPS and Each One Teach One seeks to utilize a small portion of those funds to change one school, one student, and one community at a time. According to D.C. Lawyers for Youth making a \$125 million dollar investment; that in 2012 was the amount spent on juvenile incarceration; in programs that facilitate parent and guardian support, evidence based classroom management tools like restorative justice, and high quality mentoring programs the return on investment was calculated at \$391 million dollars. That is an astounding return on investing in our youth and their education and that is the primary goal and objective of this program- encourage, enlighten, and empower our “at risk” youth and provide them with a fair opportunity to change their lives and the lives around them for the better.

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