

Draft: Rational for Focus on Black Youth Financial Literacy

It is little mystery that by focusing attention on helping Black-owned businesses startup and grow, you can create jobs and economic growth in the Black community. Key to increasing Black business growth is teaching Black youth financial literacy skills from an African centered perspective early. Practically every recognized elder, teacher and leader in the African community, past and present has stressed the critical need for Africans to become self-sufficient through establishing businesses within the Black community and patronizing Black businesses.

Malcolm X gave a pointed rational for Africans in the America to place the highest priority on the creation of our own businesses:

“The philosophy of Black Nationalism involves a re-education program in the black community in regards to economics. Our people have to be made to see, that any time you take your dollar out of your community and spend it in a community where you don’t live, the community where you live will get poorer and poorer, and the community where you spend your money, will get richer and richer. [...] If we own the stores, if we operate the businesses, if we try and establish some industry in our own community, then we’re developing to the position, where we are creating employment for our own kind. Once you gain control of the economy of your own community, then you don’t have to picket and boycott and beg some cracker downtown, for a job in his business.

So our people not only have to be re-educated to the importance of supporting black business, but the black man himself, has to be made aware, of the importance of going into business. And once you and I go into business, we own and operate at least, the businesses in our community. What we will be doing is developing a situation, wherein we will actually be able, to create employment for the people in the community. And once you can create some employment in the community where you live, it will eliminate the necessity of you and me having to act ignorantly and disgracefully, boycotting and picketing some place else trying to beg him for a job. **Anytime you have to rely upon your enemy for a job you’re in bad shape.**”

The following quote is by Dr. Boyce Watkins on leaving the racism of the corporate plantation and finding your way to economic freedom and empowerment through having your own business:

“The vast majority of black people in America have been victims of workplace discrimination, and there is a massive wealth gap that has plagued us for centuries. The problem is that nobody cares. Even worse, there are few remedies for this mistreatment, and no policies to deal with chronic black unemployment.

In this case, you have two choices: Either spend your life begging for a job where you're likely to be mistreated, or get "lucky" enough to land the job and spend your life in constant fear that it might be taken away. Beyond that, there is the depression and mental illness, which can develop from getting up everyday to live paycheck-to-paycheck doing something you don't enjoy very much. You deserve better than that. You should be living out your dreams, not the dreams of somebody else."

The aim of the "Black to Africa Business Math" curriculum is to build financial literacy skills for our Black youth so that they can eventually create businesses of their own, employ members of the Black community, and aid in keeping Black dollars circulating multiple times within the Black community before those dollars exit.

- At the start of the curriculum the student is required to survey the status of Black businesses in America. The student is challenged to think critically about the need to increase the levels of Black businesses and existing impediments to Black business startups and survival.
- The student is asked to reflect on the importance of doing international business with continental Africans and Africans in the diaspora.
- The student is challenged to model the creation and development of a model small business. The products produced by this small business are shoes, but shoes can be replaced with any product that it is feasible for Black people to manufacture and purchase.
- The business should also be one such that the raw materials can be purchased from other Africans either on the continent of Africa or in the diaspora; thus business connections to Africa are emphasized.
- The capital raised for the business should be obtained from a Black bank, or through shares of the company sold to Black people.
- The student will create realistic financial statements for the model company.
- The student will perform forecasts, compare findings with industry trends, and perform financial adjustments to ensure the long-term health of the business.

This curriculum does not replace a business or math curriculum, but rather is meant to supplement a more comprehensive curriculum.

Part 1a: Survey the state of Black Businesses in America

Survey of Black businesses on city, state, and national levels

- What states have a larger percentage of Black business per capita?
- What are the trends for Black startups on state and national levels?
- How do these trends compare with other demographic groups?
- What states are actively promoting Black business startups and programs to help Black businesses survive?
- What impact does the decline of Black banks have on Black business startups?

Part 1b: Introspection on Black businesses

Essential Questions for project

These questions are directed to parents of and children who would use “Black to Africa Business Math curriculum”

- How important is increasing Black businesses to solving major problems faced by Black people?
- How impactful do you think a strong Black business sector in the American context is to helping solve major problems in various African countries?
- How much do you think having business partnerships with continental Africans is a part of the solution to major problems facing Africans in the American context?
- How much do you think continental Africans value doing business with Africans born in America?
- How knowledgeable are you with the status of Black businesses in America?
- How knowledgeable are you with existing business arrangements between Africans born in America and African on the continent of Africa?
- Do you think that business relations between Africans in the diaspora (particularly in America) are increasing?
- How much experience do you have working in a Black owned business?
- Do you think foreign business investments as they are currently structured are beneficial to Africans on the continent?
- Do you think foreign business investments as they are currently structured are harmful to diasporan (i.e. Blacks in America and Caribbean) Africans?

These questions are directed to students who will create the “Black to Africa Shoes” store.

- Do you think that Africans in America can prosper as long as Africans on the continent are deeply in debt, and their economies controlled by foreign entities?
- What are some hidden costs incurred when Blacks in America go into business that Whites don't incur on average?
- What is the differential in bank loans given to Blacks VS Whites?
- What is the differential in average wealth of a Black person in America compared to the average Black person? What accounts for most of that wealth disparity?
- How much does the equity in home ownership, collateral, account for the higher frequency in business loans given to the average small White startup businesses compared to those granted to Blacks seeking to start businesses?
- How are other minority groups able to get past discriminatory bank lending practices to get businesses started?
- What are the current 5-10 year trends of Black business startups?
- What are the long-term ramifications of low Black business ownership by Black people in the American context?
- If indeed reparations could reverse some of the negative trends, how could it be applied or scheduled to increase Black business startups so as to make a significant impact on the long-term prospects of Black economic strength in America?
 - What pressures could be applied to force reparations?
- How can partnerships with continental Africans individuals, corporations or governmental entities be leveraged to strengthen Black businesses in America?
- Do you think that Africans in America can ultimately prosper as a minority group amongst a White majority, as long as Africans on the continent are deeply in debt, and their economies are controlled by foreign entities?
- When what Black family overall health the lowest/highest according to the data?
- What components of Black family overall health change together and how strongly?
- What states have the highest/lowest levels of Black family overall health?
- What states are improving in Black family overall health?
- What is the projected family overall health for a given state in 5 years?
- What year can we anticipate a given state to pass another state in family health
- In the sample data from submitted surveys, how are families ranking the importance of the components of family health? Is this ranking in line with what the social scientist has learned about what are the more important contributing factors in Black family healthy functioning?
- How does Black family health compare with the health of other racial groups, across selected component measures? Is the gap widening or narrowing?
- Which how are the components measures of family health changing with respect to each other over time? (i.e. is the increase in single parent homes significantly related to decrease in overall health of the family?)

Part 2: Model for the “Black to Africa Shoes” company

Key Business math skills involved:

- Creating financial statements
 - Income statement
 - Retained Earnings
 - Balance sheet
 - Profit and Loss
- Scattered plots and creating trend lines
 - Understanding and using functions
- Predicting future outcomes based on trend lines and comparing percentages
- Performing function transformations
- Performing function analysis
 - Increasing / decreasing; Maximum / minimum, average rates of change; Finding zeros of polynomial functions
 - Comparing functions and determining intersections, convergence, divergence, and end behavior of functions.
- Using technology
 - Excel spreadsheets

Project – Given the financial data for the start up company, 5 create financial statements for the company over a two-year period of operations.

- Create cash flow sheet
- Create Income Statement
- Create Retained Earnings Statement
- Create Balance Sheet
- Create Profit and Loss Sheet

In addition to identifying the Major, Additional and Supporting Clusters for each (*course*), suggestions are given in each (*course*) for ways to connect the Supporting Clusters to the Major Clusters of the (*course*). Thus, rather than suggesting even inadvertently that some material not be taught, there is direct advice for teaching it in ways that foster greater focus and coherence.”

Major Content

Supporting Content

Additional Content

(Identified by PARCC Model Content Frameworks)

Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+).

Specific modeling standards, the Standards for Mathematical Practice, appear throughout the high school standards and are indicated by a star symbol (★).

ACADEMIC GRADING

General Assessment Check - Students' achievement must be assessed in relation to their developing identity, critical sense, knowledge construction towards self-relevant problems, and developing agency to achieve individual goals and community motives. We are concerned with affording students with a deep understanding of the processes of meaning making, and growing agency to appropriate resources (including interactive technologies) for the purpose of advancing the goals of students and the motives of the communities they come from. Below are broad assessment checks we should consider when determining whether or not students have reached the learning objectives of this curriculum. It is BOTH a check on the educator's delivery as well as the student's development.

The first assessment check is how, if at all, do these students' discourses and authored products express the development of their ideological self, privileging their own "voices"; meaning their own ideas of what learning activities will benefit them and their identity groups? This question is meant to ascertain if students feel free to counter ideologies

and structures that impinge on their agency in education. So the first assessment check for this project is that students will experience an expansion of their own “voices” to express what knowledge and activities are beneficial for them. They will be less likely to accept and follow uncritically, ideas and practices that do not serve their own defined criteria for what benefits their self-defined goals.

The second assessment check is how, if at all, do these students’ discourses and authored products express development of their affective identities as competent actors in their semiotic domain? This question builds on the first and tracks the students’ agency to proactively appropriate resources as needed to accomplish their individual goals. This second assessment check is to ensure that students will increasingly identify their constructed knowledge and activities as enhancing their math competency.

The third assessment check is how, if at all, do these students’ discourses and authored products express that they identify their problem solving activities and goals as advancing the motives of their group and larger community? This question examines if students associate their individual agency with the goals of their wider group, family, and

community. A forth assessment check for this project is that students' constructed knowledge and activities actually serve to transform existing social structures on not only local levels, such as classroom and school, but even on, meso levels such as district and region. The discourses and knowledge produced while using interactive technologies remain directly relevant or attuned to the common problems faced by the identity groups of the student and would have the potential to redress those problems. Furthermore, the results of their work would serve as a model for transformative education on macro levels, as in education for Black people across districts, states and throughout the entire country.

General Rubric for Grading Project - Grade distributions are based on a number of qualitative and quantitative measures through which students develop 21st century skills, such as communication (listening, speaking, reading, and writing), critical thinking, collaboration, and creativity.

Considering the extensive number of factors that influence grading systems and the impact that these have on measuring academic progress and performance, the following considerations in grading the student are offered:

PERFORMANCE TASKS 25%

MANDATORY:

- **Creation of 5 Financial sheets for the business:**
Cash Flow, Retained Earnings, Income

RECOMMENDED:

- Time management
- Quality of data sources

<p>Statement, Balance Sheet, and Profit and Loss.</p> <ul style="list-style-type: none"> • Creation of these sheets by hand and using Excel. • Use of technology tools to produce products for the project (Weighted averages, standard deviations, linear regression equations, histograms, and box plots). 	<ul style="list-style-type: none"> • Questioning & discussion • Binder/Notebook Checks • Reflection Journals • Peer reviews
<p><i>Collaborative work 25%</i></p>	
<p>MANDATORY: Collaboration & Group Work (e.g. Think-Pair-Share, Socratic Seminars, Etc.)</p>	<p>RECOMMENDED:</p> <ul style="list-style-type: none"> • Cooperation/assistance • Effective communication of needs and findings • Use of communication technologies (i.e. Skype)
<p><i>Assessments 25%</i></p>	
<p>MANDATORY:</p> <ul style="list-style-type: none"> • Fully functional models for family functioning on Individual, State, and National levels. (Includes technology graphs/reports) • Presenting findings to teacher • Student makes conjectures about trends and possible self-reliant actions that can mitigate problems faced by community. • Answer all essential questions 	<p>RECOMMENDED: Benchmark Assessments Mid-Term Assessments Other</p>

<ul style="list-style-type: none"> • Tests / Quizzes: Including vocabulary assessments on key financial terms • 	
<p><i>Student presentations to community representatives 25%</i></p>	
<p>MANDATORY:</p> <ul style="list-style-type: none"> • Students provide summary of findings and products to teacher and field questions. (Students should anticipate some commonly asked questions). • Students will present summary of findings and products to family. 	<p>RECOMMENDED:</p> <ul style="list-style-type: none"> • Students present summary of findings and products to a community group and field questions. • Students submit summary of findings and products to Black think tank organization for critique and establish ongoing dialogue.

UNIT	CCSS	LESSON TOPICS	STUDENT LEARNING OBJECTIVES (SLOs)	ASSESSMENTS (FORMATIVE/ SUMMATIVE)	PACING
1	Black to Africa Business Math: CCSS	Black to Africa Business Math: CCSS	Black to Africa Business Math: CCSS	Black to Africa Business Math: CCSS	

Addendum 1.

Sample Products: Black Business trends