IMPROVING LATINO EDUCATIONAL ACHIEVEMENT IN MICHIGAN

Civic Engagement: Rhetoric or Reality

Public Education Network

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**Also, sign up PEN's Weekly NewsBlast
At www.PublicEducation.org**

"If you ride the ridges, you get shot at more often than if you stay in the valleys."

From Leading Boldly

Stanford Innovation Review, 2004

PUBLIC ENGAGEMENT FOR PUBLIC EDUCATION

JOINING FORCES
TO REVITALIZE DEMOCRACY AND EQUALIZE SCHOOLS

Edited by
Marion Orr and John Rogers

The National Commission on

Civic
Investment
IN
Public
Education

Public Education Network (PEN) is…

- **A national network of 90 Local Education Funds = community-based 501(c)(3) organizations**

- **All in high-poverty areas (urban and rural)**

- **Independent from their school districts, professionally staffed, boards reflective of their community**

- **Committed to whole system reform, to ensure a high quality education for all children**

- **Public engagement is key to educational change and democracy**

PUBLIC EDUCATION NETWORK

WHAT DO WE MEAN BY"EDUCATION TO PREPARE STUDENTS FOR THE 21ST CENTURY"?
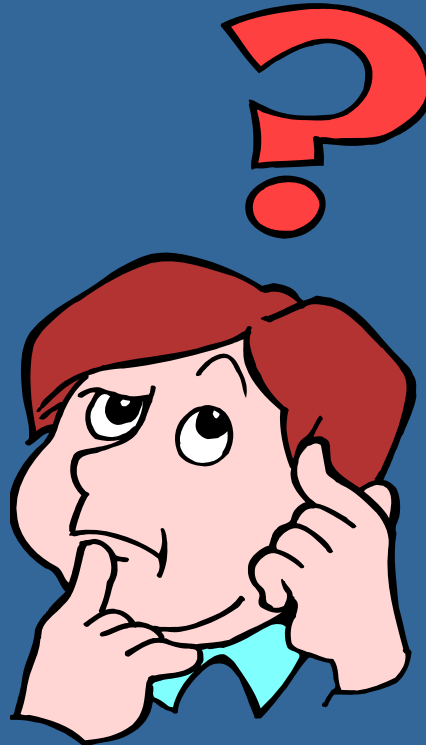
OR

What Conditions Need to Exist for Our Nation to Provide Quality Schools for Every Child

School/Civic Community/Service Community Capacity Necessary for Quality Public Schools

Community Services

- Social Services
- Youth
- Juvenile Justice
- Early Childhood
- Health
- Business
- Housing
- Law Enforcement

Civic Community

- Information
- Decision Making
- Performance Data
- Inclusive/Diverse
- Resources/Supports
- Communications
- Involvement/Engagement
- Organization/Mobilization
- Accountability

School/District Capacity

- Pedagogy
- Teaching
- Academic & Civic Knowledge
- Practice
- Leadership
- Access/Opportunity
- Inclusion/Diversity
- Parental Involvement
- Resources/Supports

Public Will

Community Building

Community and Family Partnership: Priority or Lip-Service

Community Platform for Lehigh Valley

Our Community | **Organizations & Places** | **Shared Resources** | **Knowledgebase**

Connecting people with cause.

Interactive Map

Click on the map to view not-for profit organizations, community places and other resources in Brevard County. You can also search for programs in your area and even add additional organizations or places.

Quick Links

Social Bonding Organizations	Congregations
Foundations	Not-for-profits
Financial Analyzer	Community Statistics

Leadership Project Team

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque cursus, ipsum at pulvinar sollicitudin, risus odio consequat tortor, feugiat convallis eros risus in risus. Donec vitae dui orci. Morbi nec rutrum augue. Sed consectetur aliquam porta. Suspendisse nec mi dui, id tincidunt velit. Integer imperdiet tincidunt dui quis venenatis. Morbi laoreet nunc quis dolor lacinia et commodo nibh vehicula. Fusce sed aliquet velit. Donec et felis non ipsum dictum tempor

Search the Community

Find programs, organizations, and resources.

Organizations   Programs   Knowledgebase

[ ] **Go**

National Capital Region
2·1·1
Get Connected. Get Answers.

Volunteer in Your Community
Find volunteer opportunities, board positions and ways you can help out.
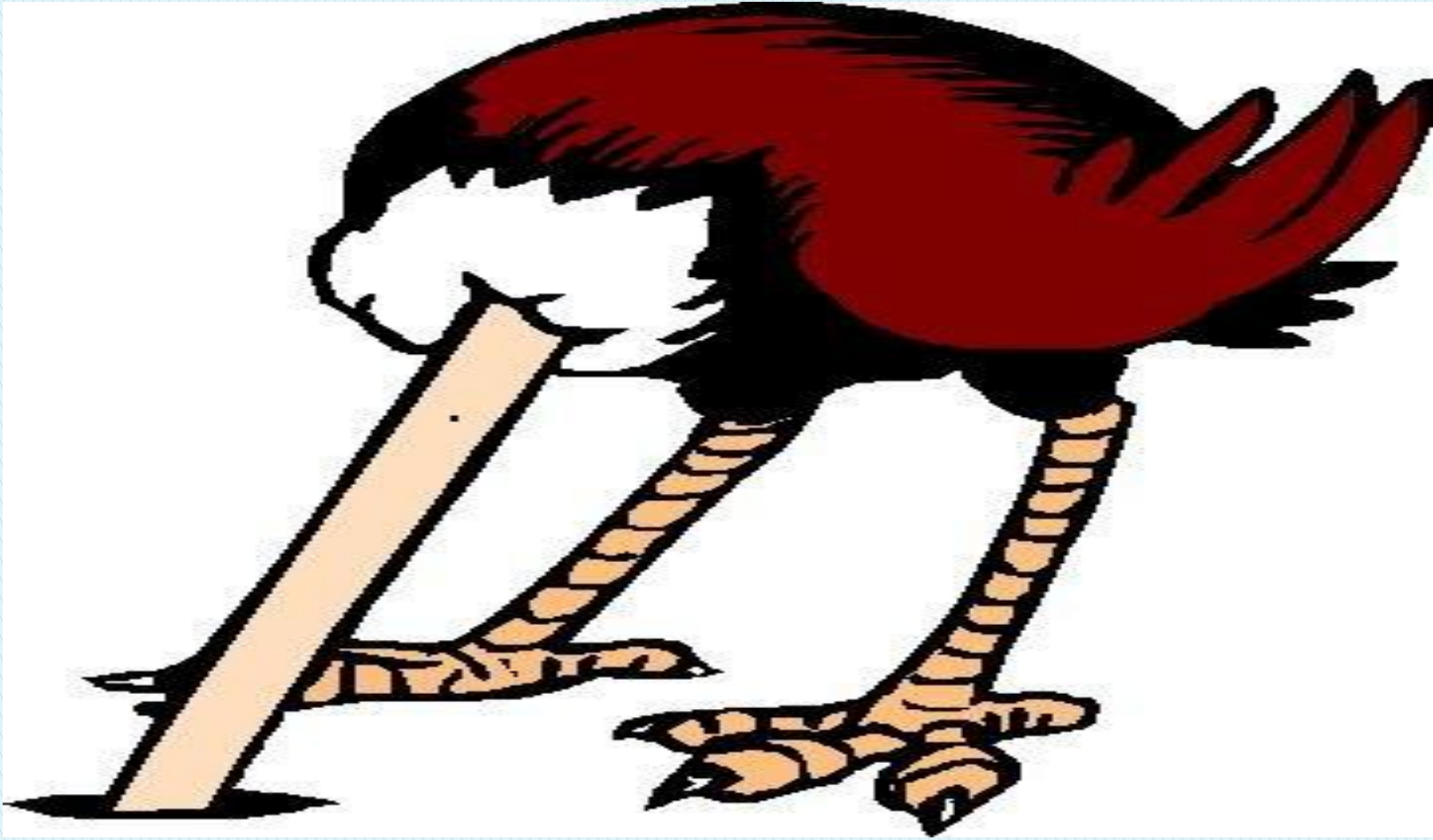
Donor Resources
Tools and information for donors.

Board Resources
Find opportunities to serve on boards or

Ostrich Affect: Head in Sand

TODAY, THERE ARE TWO ACHIEVEMENT GAPS

The gap between white and more affluent students in the U.S. and students of color and those in poverty
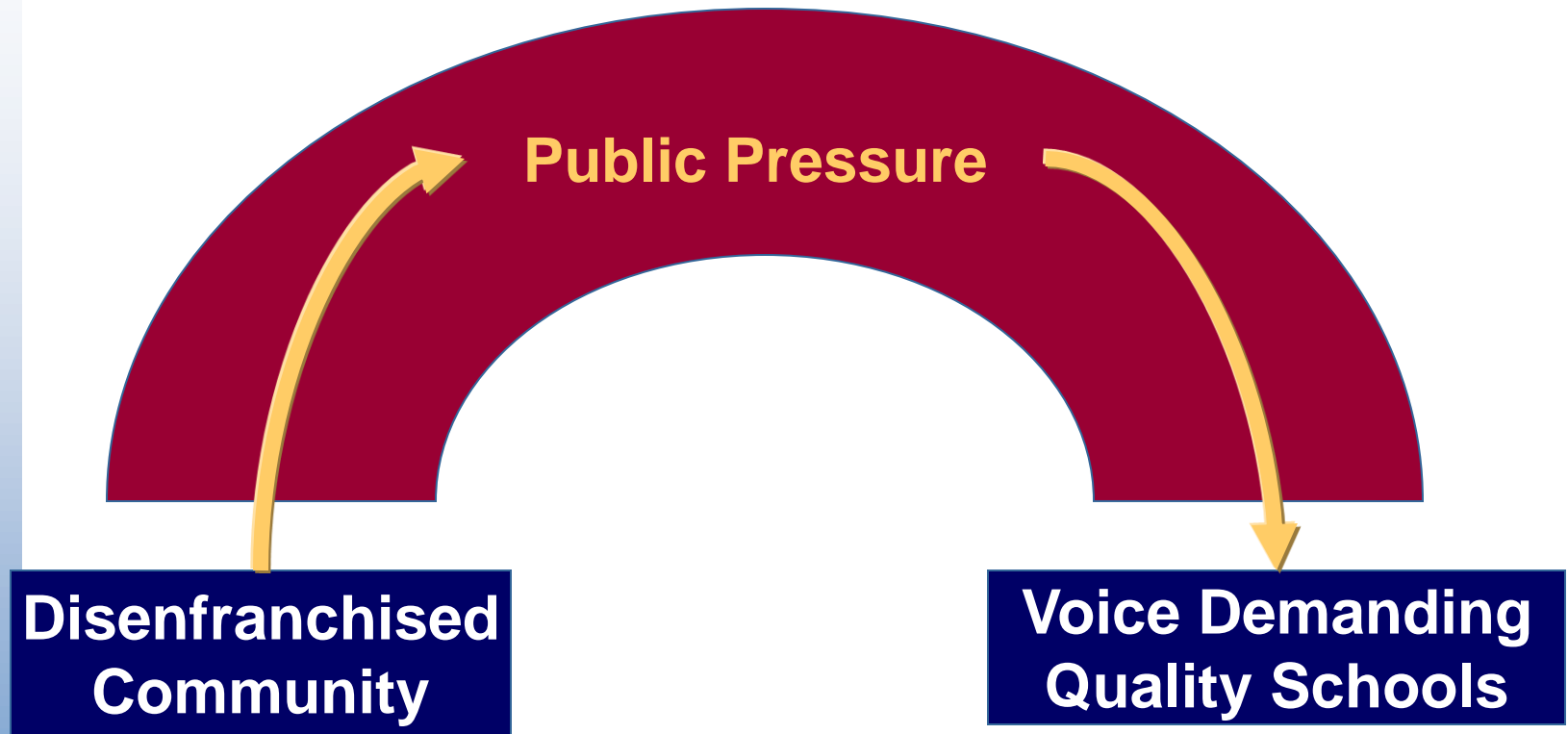
The gap between U.S. students and those in other high-achieving nations that have made greater – and more equitable - investments in education over the last thirty years.

Achievement Gap

High Expectations
Opportunities

Performance
Other Kids

Performance
Poor/Minority Kids

Engagement Gap

Public Pressure

Disenfranchised Community

Voice Demanding Quality Schools

SIX CURRENT THEMES

A decrease in focus on and commitment to develop new delivery systems

The promotion of "random acts" versus systemic community engagement

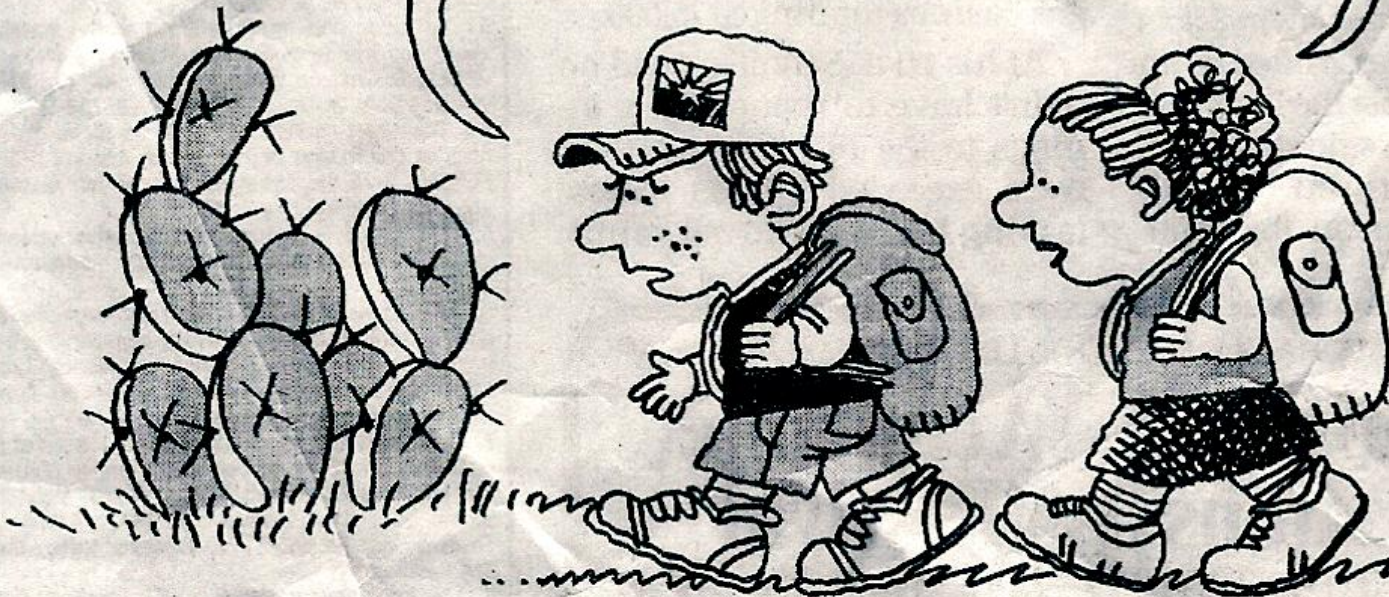*A focus on a compliance versus improvement mindset: "no excuses reform"*

A shift in emphasis from the collective to the individual

Little or no commitment to fully prepared teachers and principals
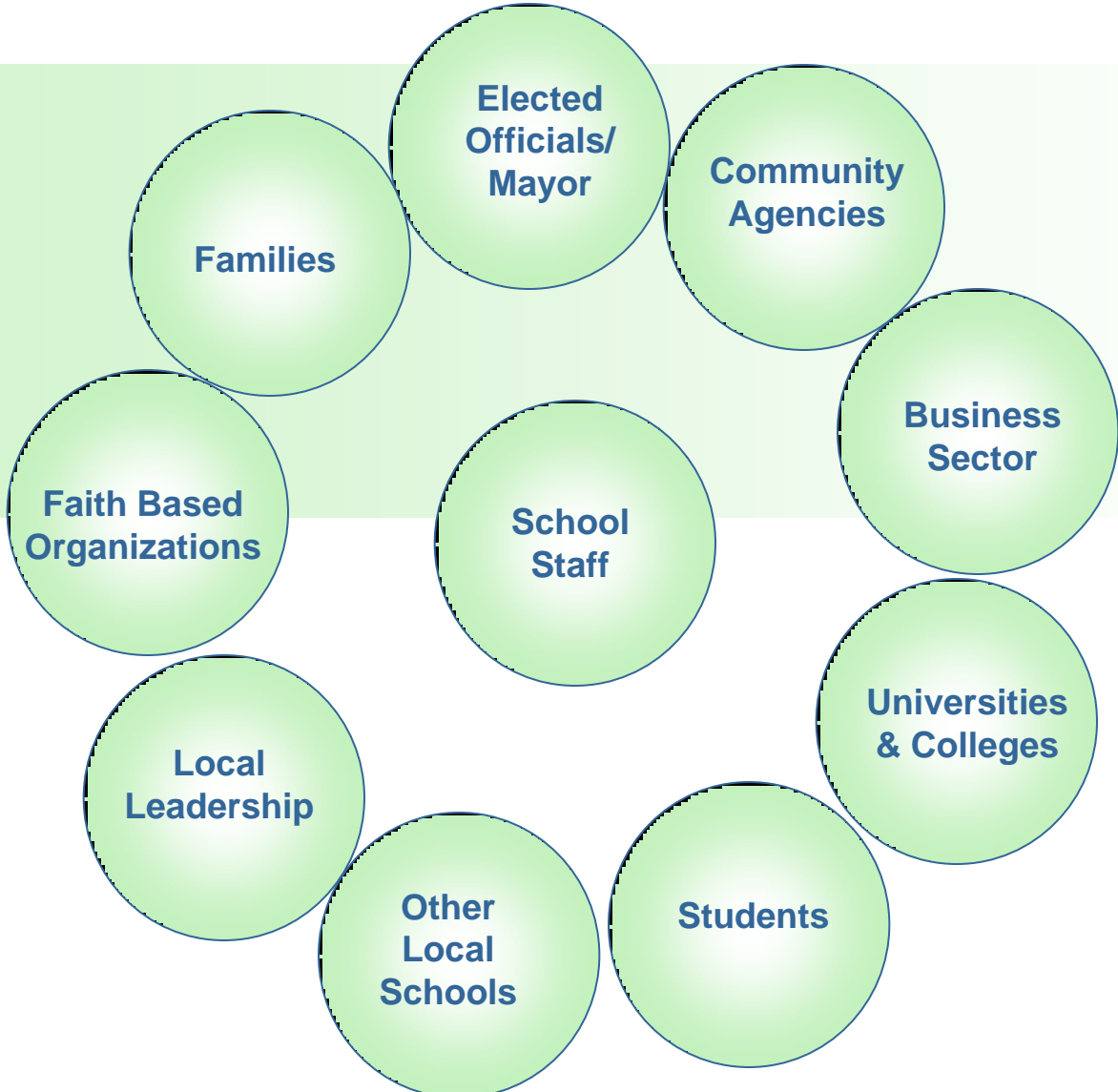
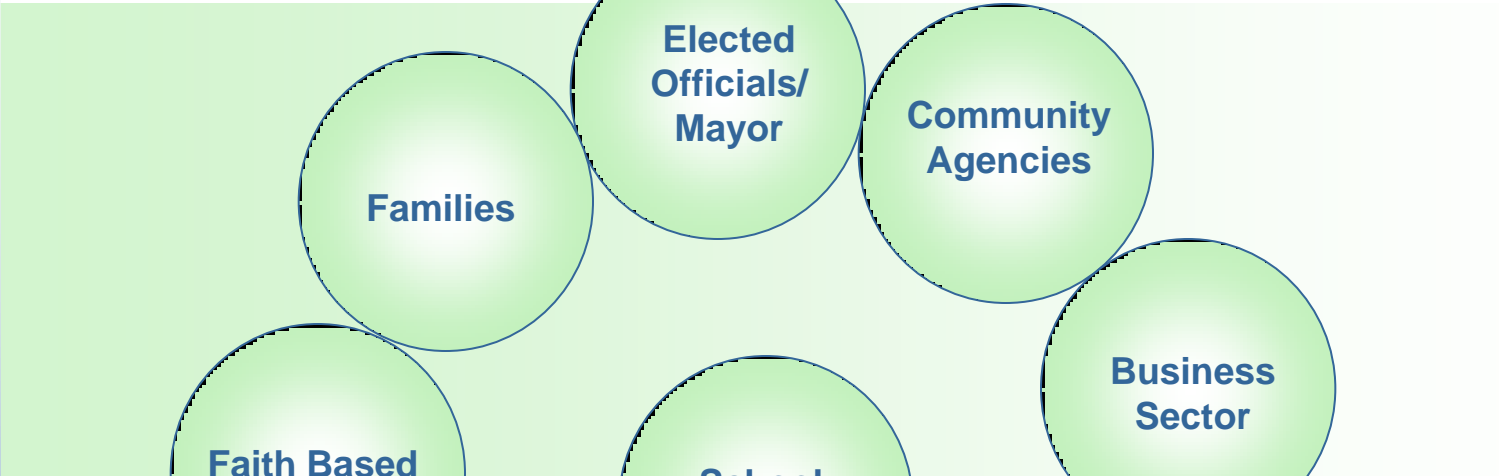*Top down and one-size fits all*

Top Down Power Brokers……..

- **Federal Government**

- **Philanthropy**

- **Foundations**

- **Corporations and Management Associations**

- **"Education Reformers"**

- **Activist Governors**

- **Mayors**

- **Special Interest Groups**

Loss of Power:
- **Low-income parents**
- **Community**
- **School boards**
- **Lay people**

Connecting the Dots…How Many Do you Connect With?

Authority Is Not the Same as Leadership

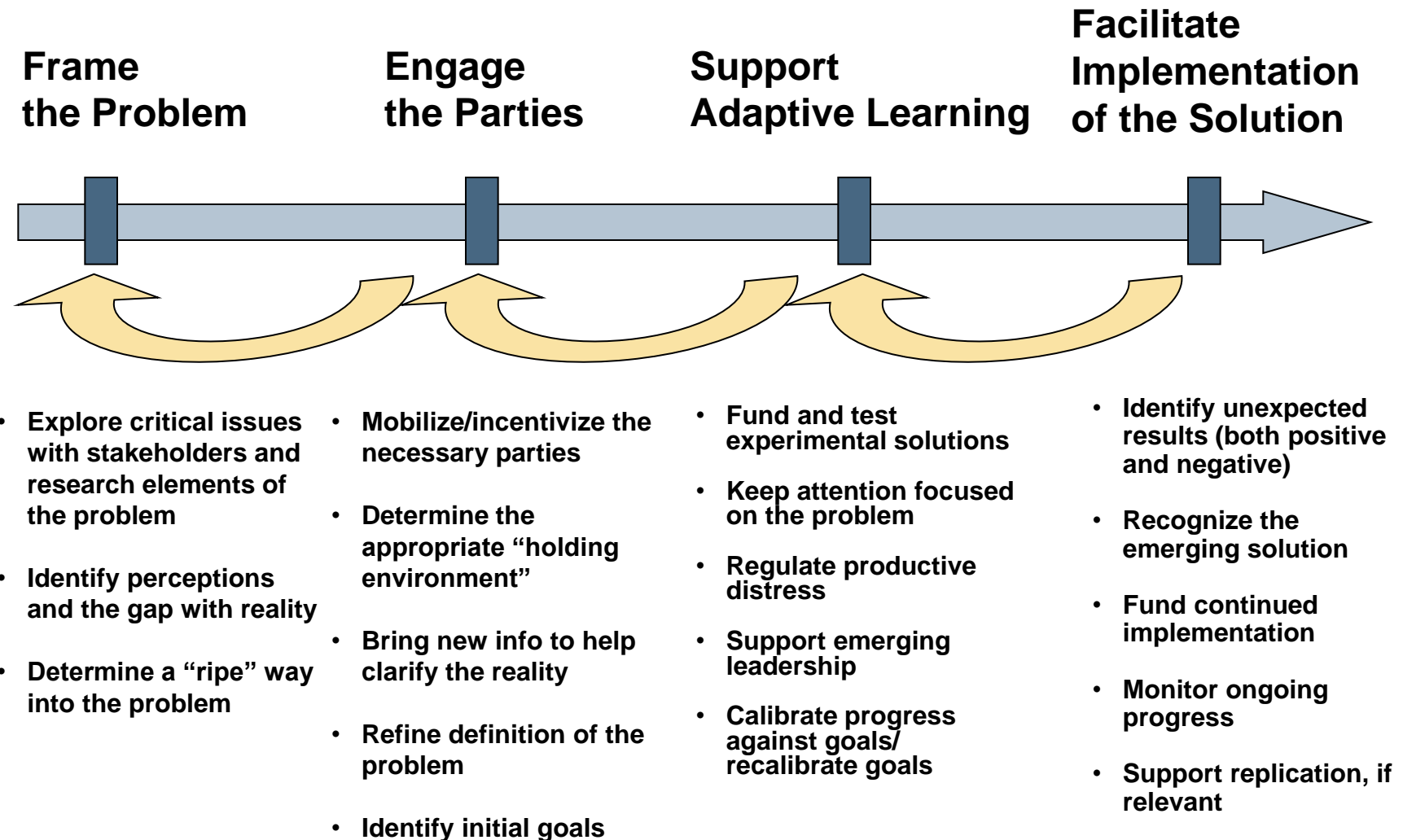| Authority	Leadership
• **The ability to tell people what to do due to an established power hierarchy** • *Examples:* Military commander, CEO, President	• **Activities, not a formal position or personal characteristic, which result in changing people's thoughts and behavior** • Many of the world's greatest *leaders* had no formal base of authority • *Examples:* Martin Luther King, Gandhi, political candidates, social entrepreneurs

Foundations have *authority* over their grantees due to the funding relationship

- Foundations can impose conditions
  - On the grant application and selection process
  - Through matching grants or other funding requirements
  - In evaluation requirements

Foundations also have the opportunity to exert *leadership* over their grantees AND a much wider realm

The Process of Adaptive Community Leadership Is Iterative And Experimental, Without A Direct Path to Success or Firm Deadline

Frame the Problem

Engage the Parties

Support Adaptive Learning

Facilitate Implementation of the Solution

- Explore critical issues with stakeholders and research elements of the problem

- Identify perceptions and the gap with reality

- Determine a "ripe" way into the problem

- Mobilize/incentivize the necessary parties

- Determine the appropriate "holding environment"

- Bring new info to help clarify the reality

- Refine definition of the problem

- Identify initial goals

- Fund and test experimental solutions

- Keep attention focused on the problem

- Regulate productive distress

- Support emerging leadership

- Calibrate progress against goals/ recalibrate goals

- Identify unexpected results (both positive and negative)

- Recognize the emerging solution

- Fund continued implementation

- Monitor ongoing progress

- Support replication, if relevant

ORGANIZING FOR SCHOOL IMPROVEMENT: LESSONS FROM CHICAGO

Anthony Bryk, President, Carnegie Foundation

Strong Family Engagement and Community Partnerships

Professional Competency of Principal, Teachers and Staff and Ability to Team

Student Centered Learning Climate

Instructional Guidance Systems Including Alignment & Consistency

THE SCHOOL SYSTEMS WE NEED

FUNDING
equitable, transparent, needs based, and flexible

TEACHER/PRINCIPAL RECRUITMENT, RETENTION, PERFORMANCE AND COMPENSATION
FULL preparation, fair evaluation, credentialed, supports

SCHOOL STRUCTURE AND CLIMATE
schedules, staffing, match academic
with non-academic

INSTRUCTIONAL SUPPORT
strategically aligned, data based,
collaborative, success based, not test based
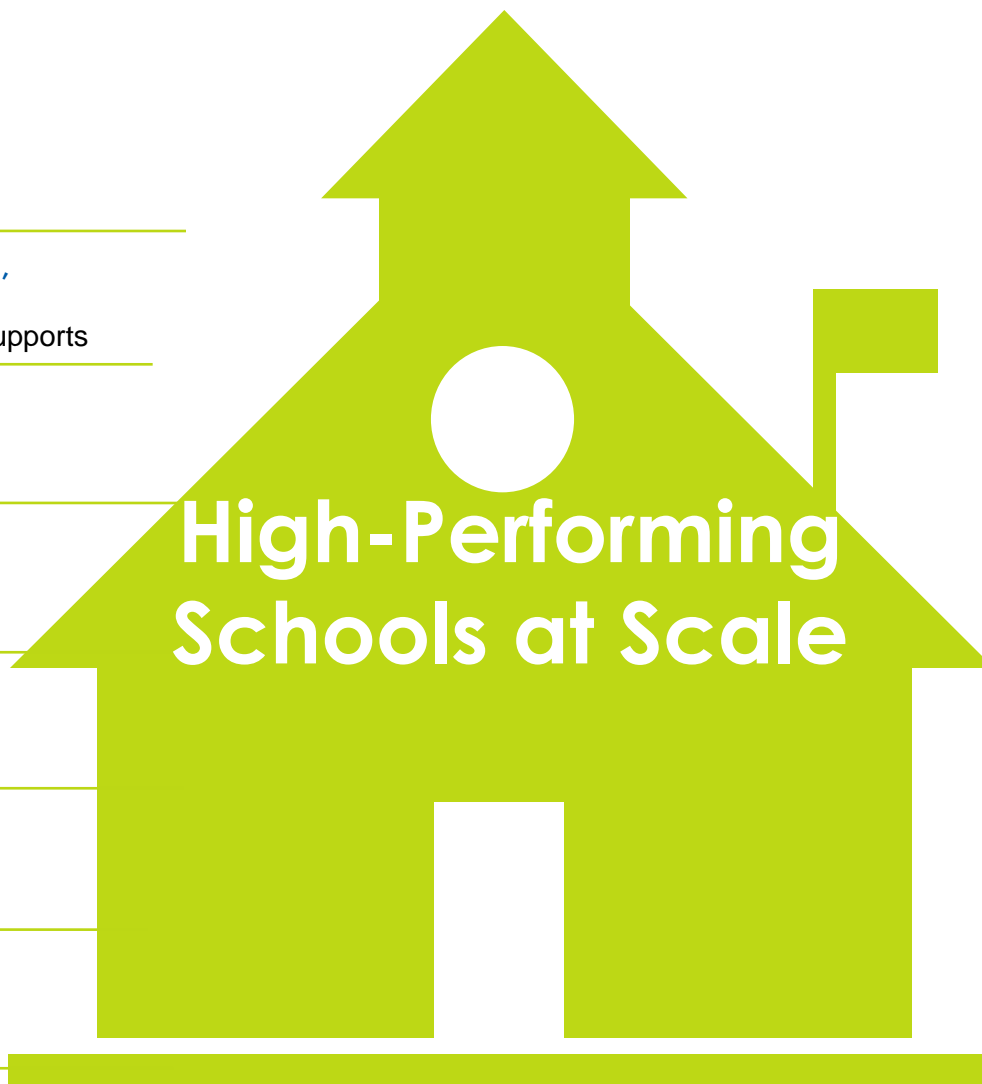
DISTRICT/SCHOOL LEADERSHIP
supported, rewarded, competent

COMMUNITY/PARENT PARTNERSHIPS
collaborative, accountable, advocacy

RESEARCH AND EVIDENCED-BASED-developmentally
appropriate, best practice

High-Performing Schools at Scale

Common Core Standards Require Common Opportunities

Academic:

- Universal Preschool

- Fully prepared teachers

- Leader principals

- Resources

- Use of Time

- From Factory Model to Customization

Student supports:

- Social services

- Health

- Before/After School

- Community Schools

- Services

- Juvenile Justice

- Housing

Keeping Citizens on the Sidelines: What *if the Public Came First in Education Change*

- ■ ***Public Gets Assigned Tasks from Schools***

- ■ ***Participation not Valued by Professionals***

- ■ ***Current reforms have no plans for meaningful work by citizens***

- ■ ***Asked to do things that did not seem to make a real difference***

- ■ ***Voting was not enough: public frustrated when elected officials don't produce***

- ■ ***Were not asked to shore up schools in trouble***

Leaders as Meaning-Makers of Practice

Community and parents will become involved if they:

- Believe It's a PRIORITY of the District

- Understand that they SHOULD be involved

- Feel CAPABLE of making a contribution

- Feel INVITED by the school and their children

These are ALL school climate indicators

# The Teaching Gap Creates Most of the Achievement Gap

- The least experienced and prepared teachers teach the least advantaged students
- High attrition rates for less-prepared and supported teachers create a revolving door and wasted resources for professional development and reform in less advantaged schools
- Each teacher replacement costs $15,000 - $20,000
- Students taught by underqualified teachers have significantly lower achievement in reading and mathematics.
- These effects are magnified in poorly staffed schools.
- Other reforms cannot work when the teaching force is underprepared and unstable.

What are High-Achieving and Steeply-Improving Nations Doing?

- Universal preschool and health care
- Equitable funding with investments in high-need schools and students
- Large investments in initial teacher education and ongoing support
- A lean curriculum & performance assessments focused on higher order skills
- Focus on multilingual, multicultural education

Inequality Influences Low US Rankings

Figure 1
**U.S. PISA Results, by Subgroup, Compared to OECD Average**
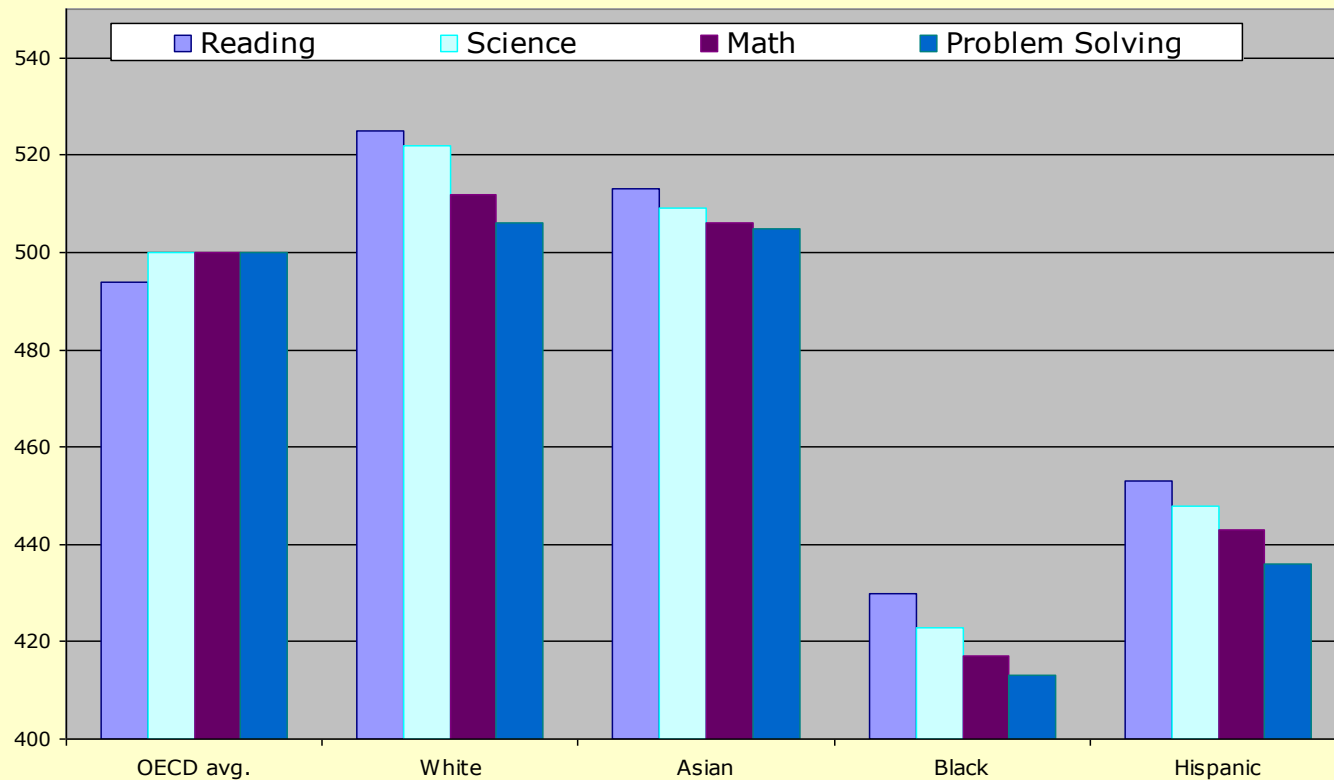
Poverty Thresholds for 2010 by Size of Family and Number of Related Children Under 18 Years

Size of family unit	Weighted average thresholds	Related children under 18 years								
		None	One	Two	Three	Four	Five	Six	Seven	Eight or more
One person (unrelated individual).......	11,139									
Under 65 years..............................	11,344	11,344								
65 years and over...........................	10,458	10,458								
Two people......................................	14,218									
Householder under 65 years...........	14,676	14,602	15,030							
Householder 65 years and over........	13,194	13,180	14,973							
Three people....................................	17,374	17,057	17,552	17,568						
Four people.....................................	22,314	22,491	22,859	22,113	22,190					
Five people......................................	26,439	27,123	27,518	26,675	26,023	25,625				
Six people.......................................	29,897	31,197	31,320	30,675	30,056	29,137	28,591			
Seven people...................................	34,009	35,896	36,120	35,347	34,809	33,805	32,635	31,351		
Eight people....................................	37,934	40,146	40,501	39,772	39,133	38,227	37,076	35,879	35,575	
Nine people or more..........................	45,220	48,293	48,527	47,882	47,340	46,451	45,227	44,120	43,845	42,156

Source: U.S. Census Bureau., 2011

Children living in poor and extreme poor families, 2000–2009

Percent (%)
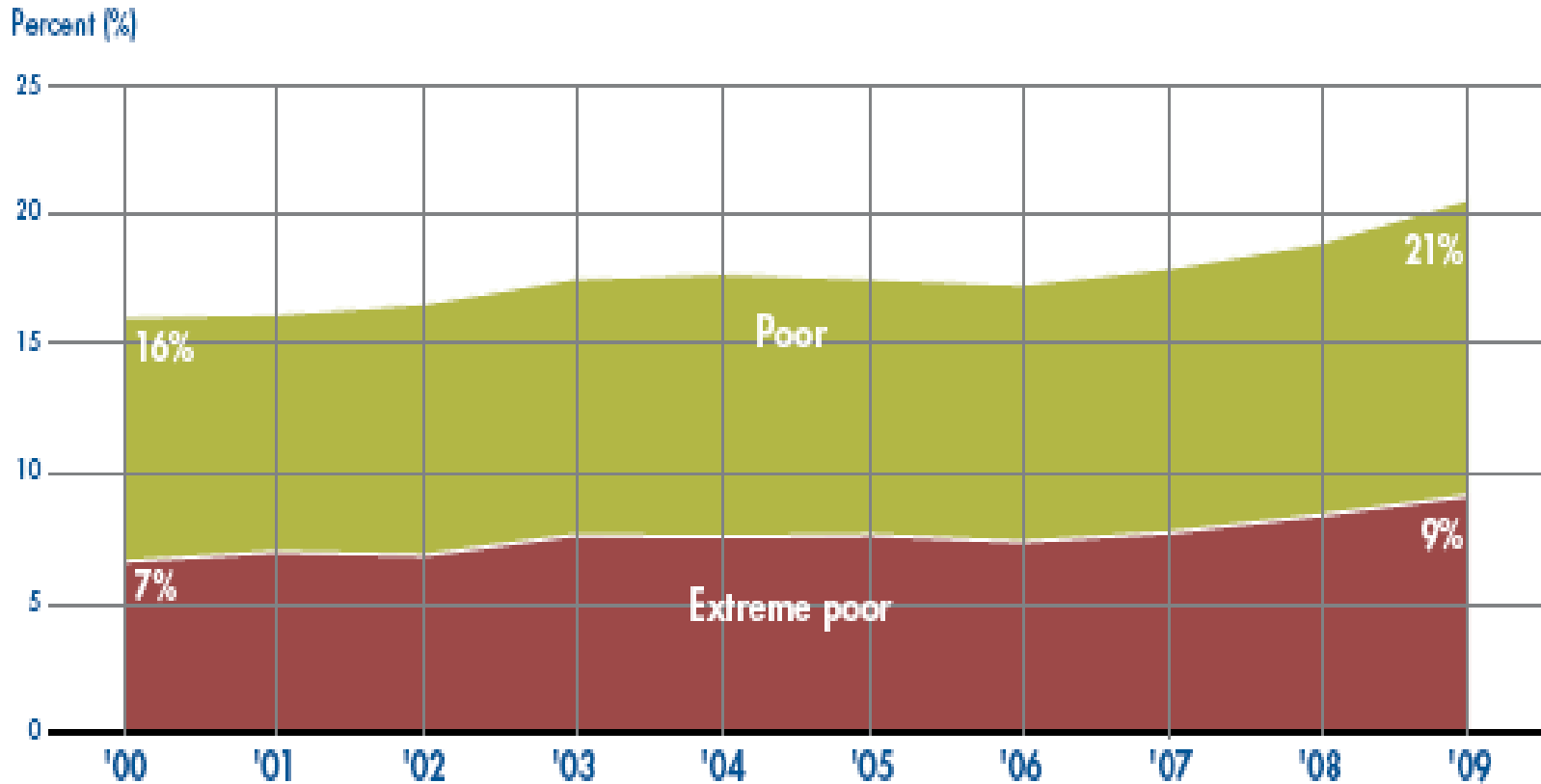
Child poverty rates across the states, 2009
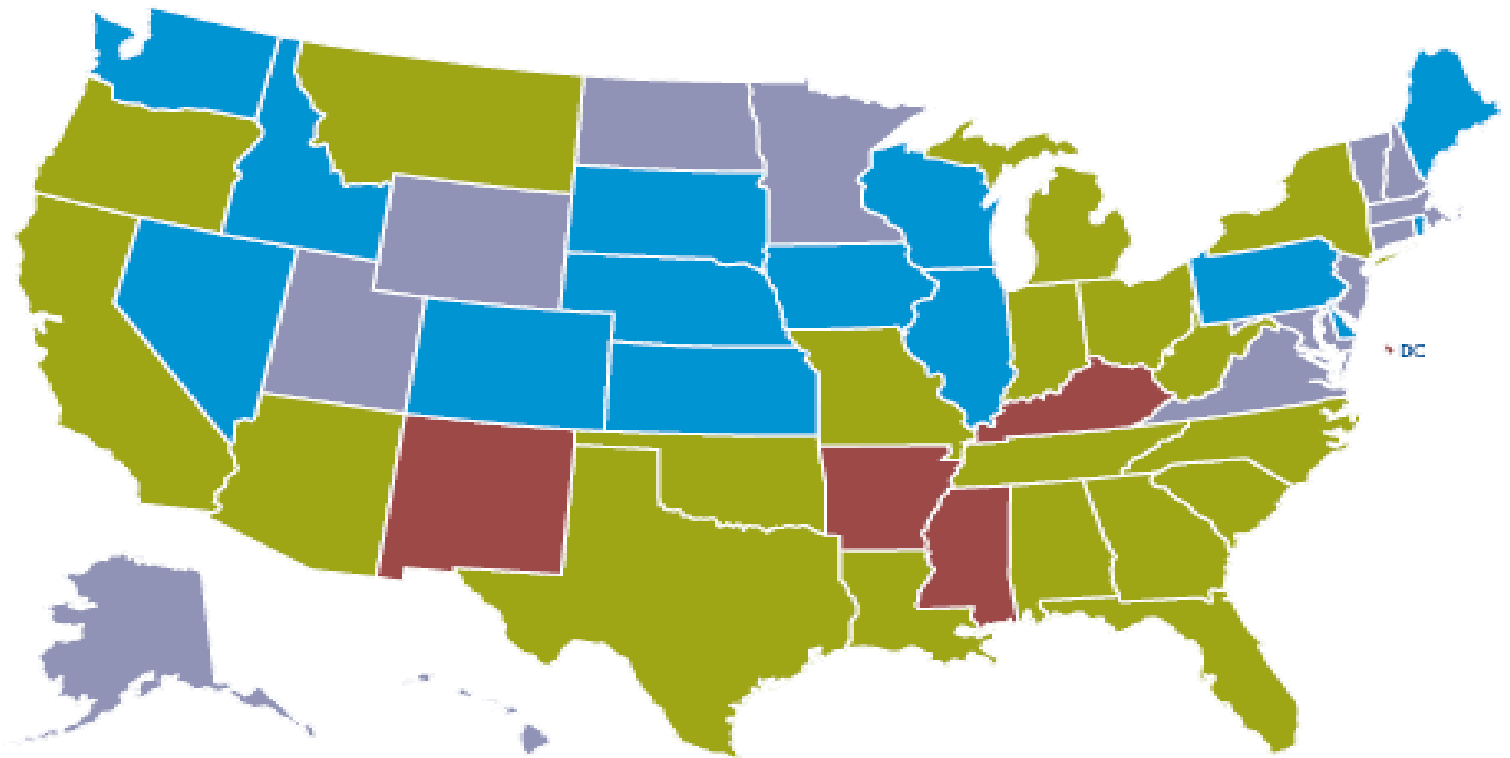
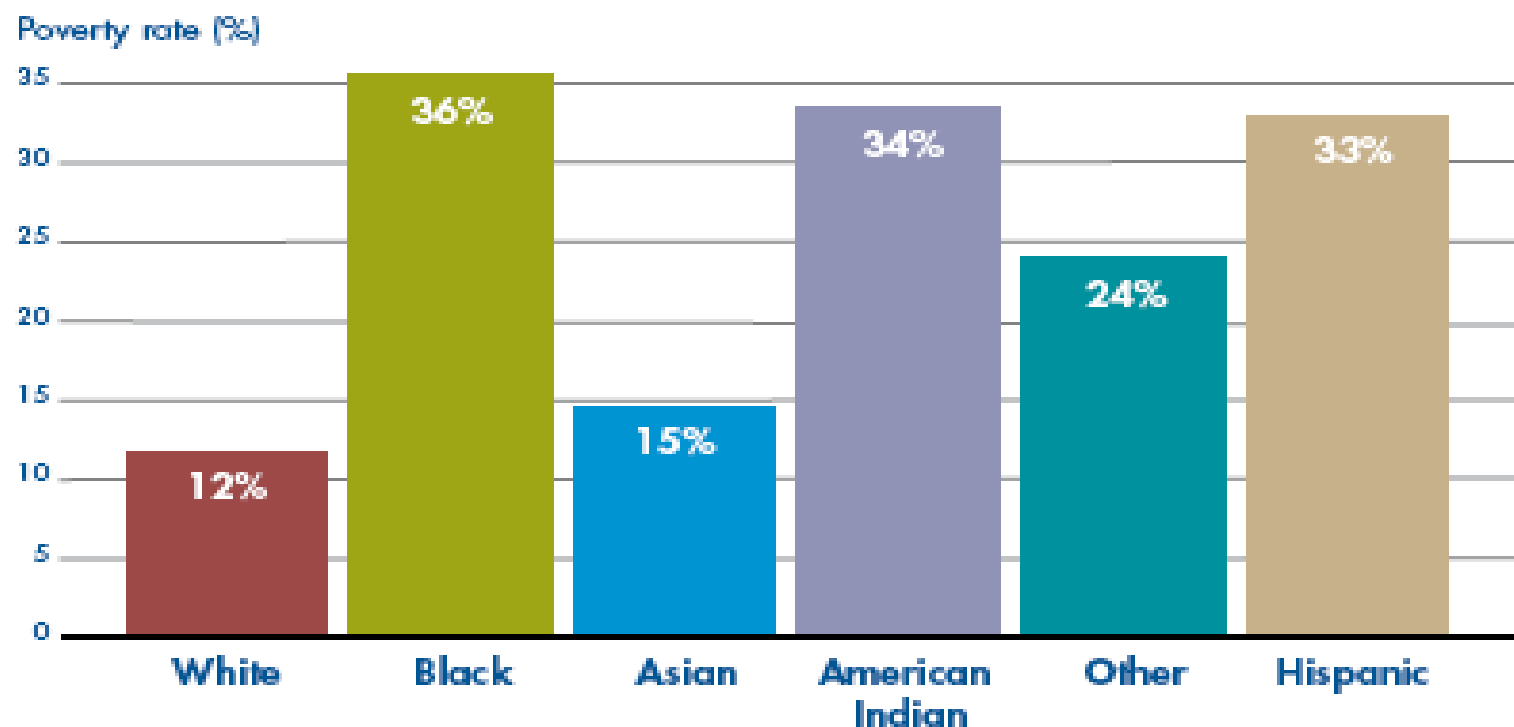25% or more (5 states): AR, DC, KY, MS, NM

20%–24% (19 states): AL, AZ, CA, FL, GA, IN, LA, MI, MO, MT, NC, NY, OH, OK, OR, SC, TN, TX, WV

15%–19% (14 states): CO, DE, ID, IA, IL, KS, ME, NE, NV, PA, RI, SD, WA, WI

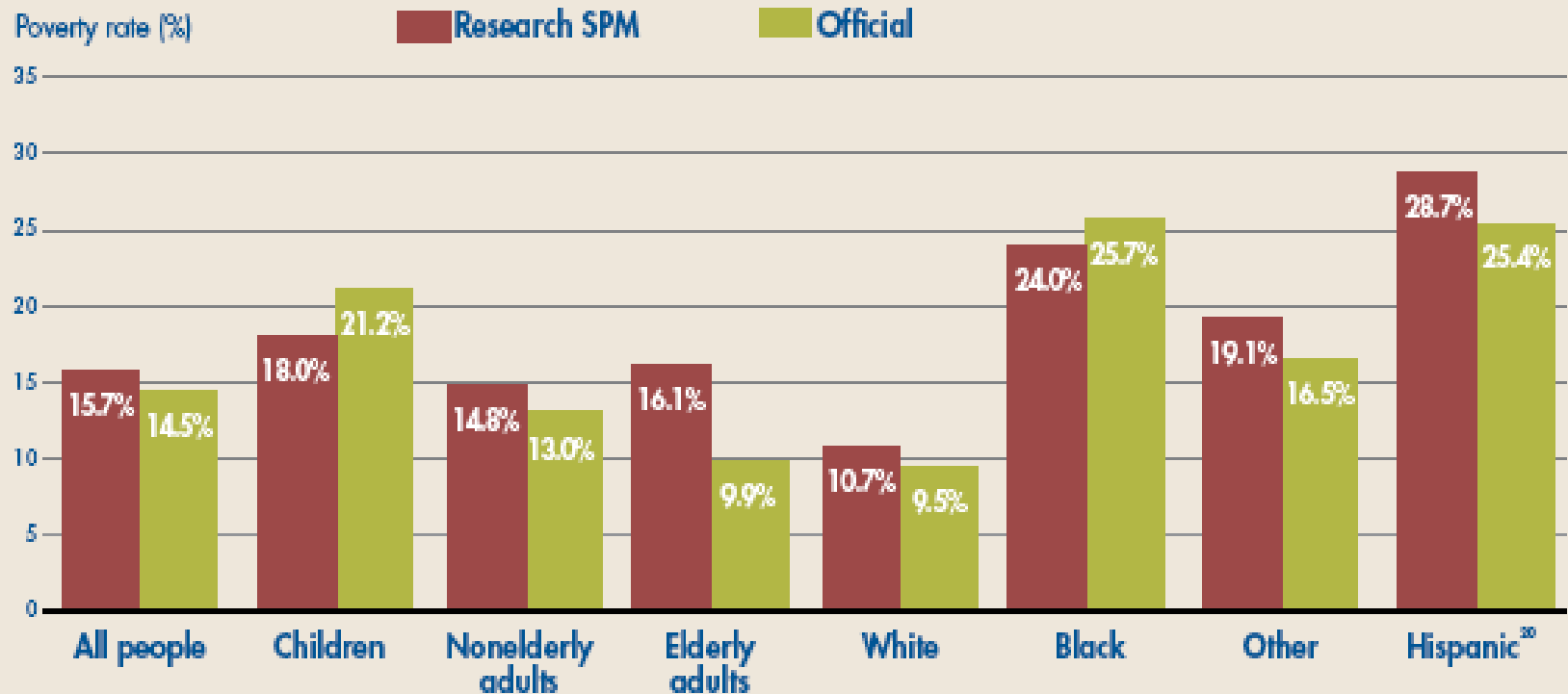Under 15% (13 states): AK, CT, HI, MA, MD, MN, ND, NH, NJ, UT, VA, VT, WY

© National Center for Children in Poverty (www.nccp.org)
Who Are America's Poor Children?: The Official Story

Child poverty rates by race/ethnicity, 2009

Poverty rate (%)

	White	Black	Asian	American Indian	Other	Hispanic
	12%	36%	15%	34%	24%	33%

© National Center for Children in Poverty (www.nccp.org)
Who Are America's Poor Children? The Official Story

Percent of people in poverty by different poverty measures, 2009

Poverty rate (%)   ■ Research SPM   ■ Official

Category	Research SPM	Official
All people	15.7%	14.5%
Children	18.0%	21.2%
Nonelderly adults	14.8%	13.0%
Elderly adults	16.1%	9.9%
White	10.7%	9.5%
Black	24.0%	25.7%
Other	19.1%	16.5%
Hispanic[20]	28.7%	25.4%

Source: Short, K. S. 2010. "Who is Poor? A New Look with the Supplemental Poverty Measure." Paper presented at the 2011 Allied Social Science Associations, Society of Government Economists. Denver, CO.

Programs to be eliminated

Bolded programs indicate those programs that were defunded in the FY 2011 CR

Italicized programs indicate those programs that were eliminated in the President's FY 12 Budget

Even Start Family Literacy Programs

National Writing Project

Teaching of Traditional American History

Educational Technology

Ready to Learn Television

Mentoring Programs (not currently funded)

Smaller Learning Communities

Comprehensive School Reform (not currently funded)

Improving Literacy Through School Libraries

School Leadership

Grants to reduce alcohol abuse

Elementary and Secondary School Counseling Programs

Ready to Teach

Improve Mental Health of Children, Mental Health Integration in Schools

Programs to be eliminated

Improve Mental Health of Children, Foundations for Learning

Native Hawaiian Education

Alaska Native Education

Additional Assistance for LEAs Impacted by Federal Property Acquisition

Healthy, High–Performance Schools (not currently funded)

Community Technology Centers (not currently funded)

Foreign Language Assistance Program

Bilingual and Emergency Immigrant Education Program (not currently funded)

Star Schools (not currently funded)

Close Up Fellowship Program

Advanced Credentialing

Reading is Fundamental

Physical Education

Alaska Natives, Native Hawaiians, and Whaling Partners

Arts in Education

Women's Educational Equity

Programs to be eliminated

Excellence in Economic Education

Parent Information and Resource Centers

Early Reading First (not currently funded)

Striving Readers

High School Graduation Initiative

Safe and Drug Free, State Grants (not currently funded)

Character Education (not currently funded)

Javits Gifted and Talented

Combating Domestic Violence (not currently funded)

Special Education Teacher Training (not currently funded)

Early Childhood Educator Professional Development (not currently funded)

Teacher Mobility (not currently funded)

Improving Language Instruction Educational Programs (not currently funded)

Next Year is Another Year

But Not for Many of our Children