Arnold F. Fege,
Director of Public Engagement and Advocacy
Public Education Network
afege@publiceducation.org

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
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

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

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

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

Public Will

Community Building

Public Education Network 15
Community and Family Partnership: Priority or Lip-Service
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

Search the Community
Find programs, organizations, and resources.

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 commissions.
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

Performance
Other Kids

High Expectations
Opportunities

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
IS ALL THIS TESTING STARTING TO GET TO YOU?

A) HATE IT.
B) DON'T KNOW
C) PASS!
D) ALL OF THE ABOVE
E) WHY DO YOU ASK?
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?

- Families
- Elected Officials/Mayor
- Community Agencies
- Business Sector
- Universities & Colleges
- Students
- Other Local Schools
- Local Leadership
- Faith Based Organizations
- School Staff
### Authority Is Not the Same as Leadership

<table>
<thead>
<tr>
<th>Authority</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The ability to tell people what to do due to an established power hierarchy</td>
<td>- Activities, not a formal position or personal characteristic, which result in changing people’s thoughts and behavior</td>
</tr>
<tr>
<td>- <em>Examples:</em> Military commander, CEO, President</td>
<td>- Many of the world’s greatest <em>leaders</em> had no formal base of authority</td>
</tr>
<tr>
<td><em>Foundations have <em>authority</em> over their grantees due to the funding relationship</em></td>
<td>- <em>Examples:</em> Martin Luther King, Gandhi, political candidates, social entrepreneurs</td>
</tr>
</tbody>
</table>

- *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:
  - 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

- Engage the Parties:
  - 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

- Support Adaptive Learning:
  - Fund and test experimental solutions
  - Keep attention focused on the problem
  - Regulate productive distress
  - Support emerging leadership
  - Calibrate progress against goals/recalibrate goals

- Facilitate Implementation of the Solution:
  - 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
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

<table>
<thead>
<tr>
<th>Size of family unit</th>
<th>Related children under 18 years</th>
<th>Weighted average thresholds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>One</td>
</tr>
<tr>
<td>One person (unrelated individual).............</td>
<td>11,139</td>
<td></td>
</tr>
<tr>
<td>Under 65 years...............................</td>
<td>11,344</td>
<td></td>
</tr>
<tr>
<td>65 years and over............................</td>
<td>10,458</td>
<td></td>
</tr>
<tr>
<td>Two people....................................</td>
<td>14,218</td>
<td></td>
</tr>
<tr>
<td>Householder under 65 years...................</td>
<td>14,676</td>
<td>14,602</td>
</tr>
<tr>
<td>Householder 65 years and over................</td>
<td>13,194</td>
<td>13,180</td>
</tr>
<tr>
<td>Three people..................................</td>
<td>17,374</td>
<td>17,057</td>
</tr>
<tr>
<td>Four people.................................</td>
<td>22,314</td>
<td>22,491</td>
</tr>
<tr>
<td>Five people..................................</td>
<td>26,439</td>
<td>27,123</td>
</tr>
<tr>
<td>Six people...................................</td>
<td>29,897</td>
<td>31,197</td>
</tr>
<tr>
<td>Seven people.................................</td>
<td>34,009</td>
<td>35,896</td>
</tr>
<tr>
<td>Eight people...............................</td>
<td>37,934</td>
<td>40,146</td>
</tr>
<tr>
<td>Nine people or more.........................</td>
<td>45,220</td>
<td>48,293</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2011
Children living in poor and extreme poor families, 2000–2009

© 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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Poverty Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12%</td>
</tr>
<tr>
<td>Black</td>
<td>36%</td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
</tr>
<tr>
<td>American Indian</td>
<td>34%</td>
</tr>
<tr>
<td>Other</td>
<td>24%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33%</td>
</tr>
</tbody>
</table>

© 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

<table>
<thead>
<tr>
<th>Population</th>
<th>Research SPM</th>
<th>Official</th>
</tr>
</thead>
<tbody>
<tr>
<td>All people</td>
<td>15.7%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Children</td>
<td>18.0%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Nonelderly adults</td>
<td>14.8%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Elderly adults</td>
<td>16.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>White</td>
<td>24.0%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Black</td>
<td>19.1%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Other</td>
<td>28.7%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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