

# BUILDING CIVIC CAPACITY



Clarence N. Stone

Jeffrey R. Henig

Bryan D. Jones

Carol Pierannunzi

The  
Politics of  
Reforming  
Urban  
Schools

# Building Civic Capacity

**Clarence Nathan Stone**



## **Building Civic Capacity:**

Building Civic Capacity ,2001 The authors of this volume argue that urban education is in urgent need of reform and that although there have been plenty of innovative and even promising attempts to improve conditions most have been doomed The reason for this they agree lies in the failure of our major cities to develop their civic capacity The ability to build and maintain a broad social and political coalition across all sectors of the urban community in pursuit of a common goal

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**Building Civic Capacity** Clarence N. Stone, Jeffrey R. Henig, Bryan D. Jones, Carol Pierannunzi, 2001-09 Using evidence from eleven American cities this book argues that as important as programmatic and resource questions are it is a city's civic capacity social capital and government politics that determines the quality of its schools Community Collaboratives Carla Michelle Roach, 2009 The process of youth development or an adolescent's pathway to young adulthood spans multiple domains cognitive physical social and emotional and calls for an equally comprehensive approach to framing and addressing youth issues Community level stakeholders and systems are ideally positioned to deliver the holistic coordinated resources that positive youth development requires it is here in these local settings that young people can access the kind of services supports and opportunities that promote long term wellbeing In the ideal young people growing up in a community supportive of youth development would benefit from educational opportunities health and human services recreational activities and other resources that were both comprehensive and integrated However the core concepts of positive youth development can be difficult to communicate in a clear and succinct manner Also the systems that serve young people tend to function independently of each other And in the policy arena young people are disadvantaged by negative stereotypes and the fact that they wield no political power especially if they are poor As a result most communities provide limited or unaligned resources for youth and focus instead on addressing specific youth problems or deficits In this study I focused on community collaboratives and their potential to reshape local attitudes and approaches to youth A structured and intentional process of collaboration can build civic capacity to support a comprehensive array of resources for young people by introducing a shared vision that emphasizes youth development as a critical dimension of community well being securing political will for communitywide reforms that enhance youth development and reinforcing collective decision making to coordinate the delivery of supportive services I asked How did aspects of community context facilitate the emergence of community collaboratives To what extent and under what conditions did community collaboratives generate civic capacity to support youth development Did community collaboratives mobilize community support in ways that contributed to their own

sustainability Interviews observations and record data from California collaboratives in Daly City Redwood City and the South Coast region informed my analysis and highlighted three critical inputs for collaborative work structural support from a local institution local stakeholders who are willing to lead collaborative work and pre existing interagency relationships I also found that embedding the collaborative structure within public agencies asking public leaders to own collaborative work and facilitating multi sector dialogue helped to build civic capacity for youth development And I saw that civic capacity contributed to sustainability by establishing a broad leadership base creating a clear succession plan facilitating joint budgeting and providing a way to engage key stakeholders in redefining collaborative priorities These findings contribute to a deeper understanding of how collaboratives can change the way that communities frame and address youth issues opportunities and resources They also have practical implications for practitioners policymakers and funders who wish to support collaborative work First new or emerging collaboratives may benefit from organizational capacity building leadership development and efforts to secure organizational level commitments during the early stages of collaborative work Also this study underscores the need to maximize the particular contributions of different stakeholder groups public stakeholders wield influence and resources while grassroots involvement confers legitimacy And the cases suggest that collaborative founders or funders should anticipate sustainability issues from the outset and use civic capacity to their advantage by structuring their work in a way that renews and reinforces the elements of civic capacity over time

**Building Civic Capacity?** Kelly B. Campbell,2006 *Building Civic Capacity* Claudia La'vern Edwards,2008 *Building Civic Capacity* National Municipal League,1978

**The Community Development Reader** James DeFilippis,Susan Saegert,2013-03-05 The Community Development Reader is the first comprehensive reader in the past thirty years that brings together practice theory and critique concerning communities as sites of social change With chapters written by some of the leading scholars and practitioners in the field the book presents a diverse set of perspectives on community development These selections inform the reader about established and emerging community development institutions and practices as well as the main debates in the field The second edition is significantly updated and expanded to include a section on globalization as well as new chapters on the foreclosure crisis and emerging forms of community

**City Schools and City Politics** John Portz,Lana Stein,Robin R. Jones,1999 An explanation of why some US cities are better at educational reform than others It relates education to politics showing how the whole village can be mobilized to better educate tomorrow s citizens It is based on an 11 city study of civic capacity and urban education *The Routledge International Handbook of Critical Education* Michael W. Apple,Wayne Au,Luis Armando Gandin,2009-02-17 The Routledge International Handbook of Critical Education is the first authoritative reference work to provide an international analysis of the relationship between power knowledge education and schooling Rather than focusing solely on questions of how we teach efficiently and effectively contributors to this volume push further to also think critically about education s relationship to economic political and cultural power The

various sections of this book integrate into their analyses the conceptual political pedagogic and practical histories tensions and resources that have established critical education as one of the most vital and growing movements within the field of education including topics such as social movements and pedagogic work critical research methods for critical education the politics of practice and the recreation of theory the freirian legacy With a comprehensive introduction by Michael W Apple Wayne Au and Luis Armando Gandin along with thirty five newly commissioned pieces by some of the most prestigious education scholars in the world this Handbook provides the definitive statement on the state of critical education and on its possibilities for the future

*Building Civic Capacity in an Era of Democratic Crisis* Hollie Russon Gilman, Sabeel Rahman, 2017 For several years now the institutions of American democracy have been under increasing strain Widening economic inequality the persistence and increased virulence of racial and ethnic tensions and the inability of existing political institutions to manage disputes and solve problems have all contributed to a growing sense of crisis in American democracy In this report we sketch out some of the central challenges and tensions we see as well as some potential avenues for renewal and transformation Based on a convening at New America in Washington D C and a series of ongoing conversations with organizers policymakers and scholars from around the country we propose a framework in this report to serve as a resource for continuing these important efforts in pioneering new forms of democratic governance

*A Philadelphia Story* Eva Gold, Elaine Simon, Maia Cucchiara, Cecily Mitchell, Morgan Riffer, 2007 This report was undertaken to assess the state of civic capacity for education reform in Philadelphia It challenges community and civic sectors of the city to put aside individual interests and work together to mobilize resources to pursue the collective good of public school improvement The report demonstrates that many of the elements contributing to civic revival and educational improvements have also created serious obstacles to civic capacity and thus to long term comprehensive sustainable reform Four chapters comprise this report Chapter One shows that the focus of city leaders on the middle class and on Center City Development has divided the city against itself embracing a market approach to revitalization that intensifies divisions among neighborhoods and exacerbates a dichotomy between improvement efforts that promote economic growth and reforms that promote equity Chapters Two and Three argue that the by adopting a market oriented model the School District adopted modes of interaction with parents and community members that reinforce hierarchy privileging the district and powerful partners while weakening the potential for all involved in the city schools to collaborate on an equal playing field Finally Chapter Four identifies four guiding principles to building stronger civic capacity in Philadelphia more transparency in decision making more collaboration across constituencies greater inclusiveness of community stakeholders and the mobilization of the mayor civic leaders and citizens to put a reform agenda into action for better schools An appendix contains a detailed description of the methods used in this study Contains 85 footnotes

*Social Innovation and Democratic Leadership* Marc Parés, Sonia M. Ospina, Joan Subirats, 2017-04-28 This book explores new forms of democracy in practice following the 2011 global uprisings

democracy that comes from below by and for the have nots Combining theories of social innovation and collective leadership it analyses how disadvantaged communities have addressed the effects of economic recession in two global cities Barcelona and New York

*Leading for Learning* Phillip C. Schlechty, 2011-01-11 *Leading for Learning* Written by acclaimed school reform advocate Phillip C Schlechty *Leading for Learning* offers educators the framework tools and processes they need to transform their schools from bureaucracies into dynamic learning organizations Schlechty explains how to move beyond some of the deeply ingrained and negative conceptions of schooling that guide so much of their practice He shows educators how they can take advantage of new learning technologies by increasing their organization s capacity to support continuous innovation Clearly not for the fainthearted Schlechty s engrossing appraisal of American education calls for a bold truly fundamental transformation of how we run our public schools Some books are thought provoking this one is action provoking

W JAMES POPHAM professor emeritus UCLA Dr Schlechty has once again written an insightful book that educational leaders can use as a road map in transforming our schools into learning organizations designed to serve twenty first century students DR RANDY BRIDGES superintendent Alamance Burlington School System NC Because education is ultimately a community responsibility Schlechty s proposal to shift school systems from bureaucracies to learning organizations can open doors to citizens who are frustrated by the bureaucracy in their efforts to reclaim their role in education This book is as much for them as it is for professional educators DAVID MATHEWS president Kettering Foundation Anyone in a school leadership position from the board room to the classroom should read this engaging and thought provoking book It s a must read for all immersed in or contemplating the transformation of public education CLAUDIA MANSFIELD SUTTON chief communications and marketing officer American Association of School Administrators

**School Reform, Corporate Style** Dorothy Shipps, 2006 Like other big city school systems Chicago s has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shipps reappraises the tumultuous history of educational progress in Chicago revealing that the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago s corporate actors led abetted or restrained nearly every attempt to transform the city s school system then asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago s reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880 1930 when teachers unions moderated business plans previously unexplored business activism from

1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipp concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipp makes a strong case that it s high time to look elsewhere perhaps to educators themselves for new leadership

*Power in the City* Marion Orr, Valerie C. Johnson, 2008 A collection of thirteen essays considered classics in the field of urban politics from leading scholar Clarence Stone with new essays by the editors and by Stone himself that contextualize the impact of his previous works and suggest new directions for researchers Changing Urban Education Clarence Nathan Stone, 1998 With critical issues like desegregation and funding facing our schools dissatisfaction with public education has reached a new high Teachers decry inadequate resources while critics claim educators are more concerned with job security than effective teaching Though urban education has reached crisis proportions contending players have difficulty agreeing on a common program of action This book tells why Changing Urban Education confronts the prevailing naivete in school reform by examining the factors that shape reinforce or undermine reform efforts Edited by one of the nation s leading urban scholars it examines forces for change and resistance in urban education and proposes that the barrier to reform can only be overcome by understanding how schools fit into the broader political contexts of their cities Much of the problem with our schools lies with the reluctance of educators to recognize the profoundly political character of public education The contributors show how urban political contexts vary widely with factors like racial composition the role of the teachers union and relations between cities and surrounding metropolitan areas Presenting case studies of original field research in Baltimore Chicago Houston and six other urban areas they consider how resistance to desegregation and the concentration of the poor in central urban areas affect education and they suggest how cities can build support for reform through the involvement of business and other community players By demonstrating the complex interrelationship between urban education and politics this book shows schools to be not just places for educating children but also major employers and large spenders of tax dollars It also introduces the concept of civic capacity the ability of educators and non educators to work together on common goals and suggests that this key issue must be addressed before education can be improved Changing Urban Education makes it clear to educators that the outcome of reform efforts depends heavily on their political context as it reminds political scientists that education is a major part of the urban mix While its prognosis is not entirely optimistic it sets forth important guidelines that cannot be ignored if our schools are to successfully prepare children for the

future      **Civic Infrastructure, Organizational Civic Capacity and Service Learning** Margaret Banyan,2003      **Why School Reform Is Failing and What We Need to Do about It** Jerry Wartgow,2007-12-14 Why School Reform Is Failing and What We Need to Do about It evolved from a review of the educational and managerial theory and history that shaped our contemporary public education system This theoretical construct is then interpreted through more than forty years of valuable experience acquired by the author while working in the trenches of education reform This book s amalgamation of theory and practice is translated into ten lessons learned from attempts to reform and improve public education to date It provides the perspective of a practitioner as to how and why the unintended consequences of well intentioned people have hindered rather than helped to reform and improve our schools It calls for us to pause take a deep breath and learn from the experiences of the past before launching the latest reform de jour in a frenzied quest to find a silver bullet or quick fix to the many varied and complex issues that are enmeshed in education reform More importantly it presents a roadmap and recommendations for steps that need to be taken to reform school reform so that we can realize meaningful and sustainable improvements in student achievement      **Informal Mayoral Involvement in Education** Danielle L. LeSure,2008

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