

K-12 EDUCATION & INEQUALITY:

WHAT SHOULD WE DO?

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Understanding K-12 Education & Inequality

The achievement gap is the persistent disparity in academic success among groups of students, usually those defined by race/ethnicity and socio-economic class. Fifty years after the start of the War on Poverty, no major city has come close to eliminating the gap. This is your chance to step back and think broadly about what is working now and what could work in the context of our polarized political landscape -- regardless of what happens in November. Collective impact, social impact bonds, No Child Left Behind, charter schools, community schools, Teach for America, City Year and other AmeriCorps-supported programs: All have been touted as solutions. We will also look more deeply at our "civic" approach, the DC Tutoring & Mentoring Initiative, as either a viable stand-alone option or a complement to others.

Education in the U.S.

- 50.4 million students will attend public elementary and secondary schools. Of these, 35.4 million will be in prekindergarten through grade 8 and 15.0 million will be in grades 9 through 12.
- 5.2 million students are expected to attend private elementary and secondary schools (Fall 2016)
- Public school systems (2016) - 3.1 million full-time-equivalent (FTE) teachers = Pupils per FTE ratio: 16.1. Pupil/teacher ratio of 12.2 in private schools, down from 14.5 in 2000.
- 13,500 public school districts, 98,300 public schools, including about 6,500 charter schools, 33,600 private schools (2013/2014)
- The percentage of 18- to 24-year-olds enrolled in college: 40.0 (2014) vs. 35.5% (2000)

Sources: <http://nces.ed.gov/fastfacts/display.asp?id=372>;
http://nces.ed.gov/programs/digest/d15/tables/dt15_302.60.asp?current=yes

Education in the District of Columbia

- DC Public Schools: 111 schools serving 46,500 students Public Charter Schools: 118 charter schools, operated by 65 nonprofits, with 39,000 students (44%), 3,500 teachers, 3,500 classroom aides, social workers, counselors, custodians and other support staff.
- **25.5%** of DC Public Schools (DCPS) students met or exceeded expectations on the grades 3-8 and high school **English** language arts (ELA) assessments. (PARCC tests)
 - NAEP – 30-33% of 4th graders, 17-19% 8th graders proficient
- **23.9%** met or exceeded expectations on the grades 3-8 and high school **math** assessments.
- Charter schools: **29%** ELA. **26%** math – a little better
 - “Positive deviants”? KIPP’s 10 schools – 23-47% proficient

Sources: <http://dcps.dc.gov/>; <http://www.dccpsb.org/>; <http://osse.dc.gov/node/1185345> - Various pages.

Where Will We Be in 20 Years?

47% of U.S. jobs at high risk of substitution by computers

Includes:

- Cognitive and manual tasks
- Routine and non-routine tasks

Frey & Osborne (2013). The Future of Employment: How Susceptible are Jobs to Computerisation?

The median household income was still 1.6 percent lower than in 2007, adjusting for inflation. It also remained 2.4 percent lower than the peak reached during the boom of the late 1990s. (NY Times, Sept. 15, 2016)

History

- Brown v. Board of Education (Topeka) – 1954 – outlawed “separate but equal”
- The War on Poverty – 1964-1968
 - Elementary and Secondary Education Act
 - Head Start
- The Coleman Report (1966) – Socioeconomic status best predictor of academic success
- Nation at Risk: The Imperative for Educational Reform (1983) - Reagan's National Commission on Excellence in Education
- No Child Left Behind Act (2001)

No Child Left Behind

What happened to the 2013-14 school-year deadline for all students to be 'proficient'?

“By 2010, it was clear that many schools were not going to meet NCLB’s achievement targets. As of that year, 38 percent of schools were failing to make adequate yearly progress, up from 29 percent in 2006. In 2011, U.S. Secretary of Education Arne Duncan, as part of his campaign to get Congress to rewrite the law, issued dire warnings that 82 percent of schools would be labeled “failing” that year. The numbers didn’t turn out to be quite that high, but several states did see failure rates of more than 50 percent.”

- Education Week overview of NCLB

<http://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html>

A Catalog of Potential Solutions

- | | |
|---|---|
| 1. Busing | 12. Community schools |
| 2. Charter schools – KIPP, Green Dot | 13. Communities in Schools |
| 3. From NCLB to Every Student Succeeds Act (2015) | 14. City Year, Blue Engine, and School Turnaround AmeriCorps |
| 4. Common Core State Standards | 15. Diplomas Now (target vulnerable kids) |
| 5. Break the teachers’ unions | 16. After-school programs |
| 6. The “Michelle Rhee Solution” | 17. Empowering parents |
| 7. School choice – vouchers to attend private schools | 18. Collective Impact & social impact bonds |
| 8. Teacher training - teacher preparation academies | 19. More physical exercise, arts, meditation |
| 9. Early childhood education – Head Start | 20. SEL – Social-emotional learning |
| 10. Teach for America | 21. ACEs – Adverse Childhood Events |
| 11. School transformation and empowered principals | 22. Two-gen approach: ed, social capital, economic support, health & well-being |
| | 23. Growth Mindsets |
| | 24. Tutoring and mentoring |

Big Themes: The Programmatic Framework

"The more I looked, the clearer it became that in the past two decades we have accumulated a critical mass of information that totally transforms the nation's capacity to improve outcomes for vulnerable children."

"[I]ntensive, comprehensive, individualized services with aggressive attention to outreach and to maintaining relationships over time... are what works for helping at-risk families and children."

- Lisbeth Schorr, *Within Our Reach: Breaking the Cycle of Disadvantage* (1989)

Big Themes: Are We Asking the Right Questions?

"[T]he most important contribution that political scientists might make to public life consists not in answering questions currently being asked, but in framing new questions. Our role here is to highlight ignored values, to identify important but underappreciated factors that affect those values, and to explicate the underlying logic that links facts and values... I urge, "Better an approximate answer to an important question than an exact answer to a trivial question," while to my less scientific colleagues, I urge, "More precise is better."

- Robert Putnam, American Political Science Ass'n Presidential Address, 2003

Big Themes: The Civic Framework

"What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they be black. Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of the world."

- Robert F. Kennedy Speech on the Assassination of Martin Luther King, Jr.
Indianapolis, Indiana, April 4, 1968.

Big Themes: Culture

"The central conservative truth is that it is culture, not politics, that determines the success of society. The central liberal truth is that politics can change a culture and save it from itself."

- U.S. Senator and sociologist Daniel Patrick Moynihan

The Tutoring & Mentoring Initiative

- Our goal: A mentor or tutor for every student reading below grade level or with other academic or non-academic needs.*
- That's 60,000 in DC, 60,000 in Baltimore, probably comparable numbers in Prince George's County. Sounds like a lot but it's NOT in the context of metro areas with millions of people.
- It's the right problem to solve and the right way to solve it.
- Instead of relying on professional or policy solutions that belong to somebody else, we ALL take more responsibility – just as we need to do to solve any of the major challenges facing our communities or our country.

* Note: 60,000 is a rough target. Complexities abound: For example, some kids can benefit from a volunteer every day – 5 volunteers (each helping 1 day per week) per student; some may have great teachers & mentors already and don't need more help. Transportation and access to volunteers during the school day remain challenges. But if we can get more people *willing* to help and organizing their time to do so, we trust that we can work with our 35 partner organizations, volunteers, kids & their families can use our creativity to help every student who needs it.

What Problems Are Trying to Solve? From Tutoring & Mentoring to Changing our Civic Culture

- It's about solving one of the most intractable problems that this nation has been facing for many generations.
- It's about creating the **civic leadership** and the **civic or political will** we need to tackle all the major civic challenges that we face – from climate change to growing inequality.
- And it's about better organizing our personal lives.

How Do We Do It?

- Public health campaigns against smoking
- The Civil Rights Movement
- The Gay Marriage Equality Movement – Freedom to Marry
- Attitudes change. It may take decades **but it does happen**. But it doesn't happen by itself.

DCTMI Themes

- Best change strategies combine short-term and long-term goals
- Current mindsets vs. civic mindset
- Transformative change is possible
- TMI and how TMI works

Concrete Solutions in Short-Term; a Strong Culture, Mindset & Skills in the Long-Term

We all gravitate toward simple goals, but we also know that sometimes how a solution is solved is as important as the solution itself:

- “Give a man a fish” vs “Teach a man to fish”
- UCLA’s John Wooden benched his superstar basketball player who showed up late.
- Gardeners save some seeds for sowing next year
- “Just get the house built vs. “Build your house on a foundation of rock not on sand”
- Treat bronchitis with antibiotics vs. quit smoking, change your diet and exercise every day
- Make sure that ingredients of a dish are good if you want to make a good meal

“The Civic Solution”

We need to think about community and democracy in the same way:

- We can’t assume that others – politicians, government, nonprofits, business – will think about the long-term and pay attention to the “how.”
- “When an individual is no longer a true participant, when he no longer feels a sense of responsibility to his society, the content of democracy is emptied.” – Martin Luther King

Culture and Mindsets... and Leadership

“The central conservative truth is that it is culture, not politics, that determines the success of society.

The central liberal truth is that ~~politics~~ **civic leadership** can change a culture and save it from itself.”

“Change does not roll in on the wheels of inevitability, but comes through continuous struggle.”

– Martin Luther King

Fixed vs. Growth Mindsets

Fixed Mindset

- DESIRE to look smart
- Avoid CHALLENGES
- Give up easily in face of OBSTACLES
- See EFFORT as fruitless or worse
- Ignore useful CRITICISM
- Feel threatened by SUCCESS OF OTHERS

Growth Mindset

- DESIRE to learn
- Embrace CHALLENGES
- Persist in face of OBSTACLES
- See EFFORT as path to mastery
- Learn from CRITICISM
- Find lessons and inspiration in the SUCCESS OF OTHERS

Adapted from Carol Dweck's work.

Current vs Civic Mindsets

Current Fixed Mindsets

- **"Not my problem"** - Let the poor Americans and the poor countries fend for themselves when climate change happens..."
- **"Nothing I can do about it"** - My primary responsibility is to my own family and I need to put money away for retirement. Fugetaboutit...We're just screwed."
- **"Makes me angry just to think about politicians"** - Throw the rascals out
- **"It makes my head spin thinking about all the problems and solutions"** – It's too complicated; leave it to the experts because I'm too busy.

Civic Growth Mindset

- **"We are all in this together"**
- **"The outcome may be uncertain but the right and fulfilling thing is to TRY, for the sake of my self-respect and the legacy I leave my children and community."**
- **"Focus on positive emotions"** - We may feel angry, but build on our love and compassion, fellowship and joy.
- **"Sure it's complicated, but we share a vision and a sense of purpose and, like putting a man on the moon, we can persist and get there."**

Where We Are Now: "I gotta have that..."



- Quest for novelty, latest technology, what's shiny and new...
- Keynes: "Practical men are slaves to theories of long dead economists." – We are wasting a lot of energy following ideas that make no sense today.

Bryan Stevenson: "And yet, we have in this country this dynamic where we really don't like to talk about our problems. We don't like to talk about our history. And because of that, we really haven't understood what it's meant to do the things we've done historically. We're constantly running into each other. We're constantly creating tensions and conflicts...Well I believe that our identity is at risk. That when we actually don't care about these difficult things, the positive and wonderful things are nonetheless implicated. We love innovation. We love technology. We love creativity. We love entertainment. But ultimately, those realities are shadowed by suffering, abuse, degradation, marginalization. And for me, it becomes necessary to integrate the two. Because ultimately we are talking about a need to be more hopeful, more committed, more dedicated to the basic challenges of living in a complex world. And for me that means spending time

thinking and talking about the poor, the disadvantaged, those who will never get to TED. But thinking about them in a way that is integrated in our own lives.

You know ultimately, we all have to believe things we haven't seen. We do. As rational as we are, as committed to intellect as we are. Innovation, creativity, development comes not from the ideas in our mind alone. They come from the ideas in our mind that are also fueled by some conviction in our heart.

<http://blog.ted.com/2012/03/01/all-of-our-survival-is-tied-to-the-survival-of-everyone-bryan-stevenson-at-ted2012/>

Current vs Civic Mindsets: *Orientation to the Future and to Other People*

Current Fixed Mindsets	Civic Growth Mindset
<ul style="list-style-type: none"> • Hopeful about the Future • Trust Other People 	<ul style="list-style-type: none"> • Fearful about the Future • Fearful and Distrustful of Other People

Hope

“Belief is the plausibility of the possible as opposed to the necessity of the probable.” – Maimonides

“We have nothing to fear except fear itself.” – Franklin Delano Roosevelt

“The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike, timid and fearful in the face of bold projects and new ideas. Rather, it will belong to those who can blend passion, reason and courage in a personal commitment to the great enterprises and ideals of American society. – Robert F. Kennedy

“We must delight in each other, make others conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our community as members of the same body.” – Puritan leader John Winthrop, aboard the Arabella (1630)

Current vs Civic Mindsets: *Psychological, Affective, Emotional Components Alternative Language & Related Psychological Concepts*

Current Fixed Mindsets	Civic Growth Mindset
<ul style="list-style-type: none"> • Fearful & distrusting • Scarcity mentality • Depression and anxiety • Adverse Childhood Experiences (ACEs) • Insecure attachment to infant caregiver <ul style="list-style-type: none"> – Anxious-avoidant – Anxious-resistant • Narcissism motivation • Helplessness • Low trust • Zero-sum game 	<ul style="list-style-type: none"> • Hopeful & trusting • Abundance mentality • Mental health • No “potentially traumatic” experiences • Secure attachment (55%) • Empathy motivation • Self-efficacy • Collective efficacy • Positive sum game

Current vs Civic Mindsets

3 Layers Interact with One Another

- Individual cognitive framework –
Personal and cultural influences
- Individual social-emotional component –
Depression, anxiety, empathy, narcissism,
attachment and personality styles
- Current events –
Our understanding and interpretations

Can We Change Our Mindsets?

Just because it hasn't been done before...

Transformation Is Possible

Parallels to Flight

Leonardo Da Vinci (1480s-1519), Sir George Cayley (1804-1853), Wm. Henson (1842), John Stringfellow (1848), Alphonse Penaud (1876), Francis Wenham (1871), Horatio Phillips (1892), Otto Lilienthal (1867-1896), Samuel Langley – Shape of the wings, joysticks, gliders, wind tunnels, steam engines...

Orville Wright wrote, "So many attempts to solve the flying problems started with the same idea and stopped at the same point. Most of them resulted in little or no advance over what had been done before..."



Model of Langley plane



Model of Langley plane



Fishing the Langley plane out of the water



Wright Bros.

The 4-Minute Mile

Technology is not the only source of change. Breakthroughs occur in human capabilities, too:



- Roger Bannister did what people thought couldn't be done: Ran a mile in under 4 minutes after decades of efforts by others. (1954)
- 1,300 men have broken the 4-minute barrier as of 2014 and the world record is now 3:43.

How Athletes Train

How are teams transformed from a bunch of talented but raw kids into a team that works smoothly and instinctively together? How do individual performance breakthroughs occur? There's no single simple fix but a combination of strategies – an approach we'll see with our work, too:

- Putting the pieces together: Mix of isolating muscles and "holistic" scrimmage, race and competition
 - Improving fitness AND creativity simultaneously
- Fitness training: Activity and muscle stress; then rest
- Team skills development: Small groups in soccer
- Individual skill development: 1,000 touches a day
- Visualize winning the race or match – My best moments on video. (U.S. Womens Soccer team)

Recap: The Personal is Political

Two Mutually Reinforcing Goals

Thriving,
Engaged,
Welcoming,
Nurturing,
Community

Well-
Rounded
Students
Succeed In
School & Out



Leadership Matters: Mindsets Change, too

We take it for granted in other realms of life:

- Teachers
- Coaches
- “Miracle on Ice” (Movie based on story of U.S. Olympic 1980 hockey team)
- Organization leaders

Creativity, Connection & Empathy

- Processes are similar
- The cycle of Action and Reflection (solitude, meditation, alone-time)
- The “creative/empathic leap”
- Putting yourself in someone else’s shoes
- Thinking about the situation in a fresh new way
- Importance of being “in the stream’ (Ted Roosevelt), getting hands dirty
- Reflection, meditation, solitude, centering prayer: Let the mind do it’s connecting work: Testing a thousand hypotheses while we walk, sleep, or meditate.

Transformative Change: Recap

- Transformation possible
- Not just “throw the rascals out” simplistic solutions needed
- Simplistic dead-ends: technology, program design, “magic bullet” evidence-based practice
- Civic Wisdom – Head and heart
- Cognitive, affective, and interpretation of present personal and political realities.

Build on Positive Emotions

- Love, hope, joy, forgiveness, compassion, trust, gratitude and awe.
- Leaders who are welcoming, supporting, playful, humble, and genuinely friendly because we are all in this together and none of us has all the answers (but who can also do the hard work of leadership and holding people accountable when necessary).
- Ordinary people interacting with one another – especially as strangers: “Go ahead,” someone smiles when another person is rushing to get through an intersection or through a door (while another person might simply act annoyed and go faster to “take my space”).
- “Abundance mentality”: Win-win vs. win-lose. Generosity of spirit.

Sources: George Vaillant, *Positive Emotions, Spirituality and the Practice of Psychiatry*. Stephen Covey, *Seven Habits of Effective People*.

The Heart of the Solution

- **Comprehensive** – Help at school, in neighborhood, with any financial or employment issues, etc., from “cradle to career”
- **Holistic** – Help for student and his or her family; physical, social-emotional, cognitive and spiritual
- **One-on-one and small group interactions** – Tutoring and mentoring, small groups in classrooms, teams after school.

Four Types of Impact: Direct & Indirect

- **The kids:** Academic progress and social-emotional learning
- **Their families:** More connected and with a stronger support network
- **The volunteers:**
 - Feel more deeply connected to people from different backgrounds; more empathy, more humility, more appreciation for both the challenges and the strengths of people who have spent their whole lives in tough neighborhoods.
 - Appreciate the power of strong one-on-one relationships.
 - The Civic Team experience
- **The broader world:** A different civic culture, greater political or civic will. Greater trust: If ordinary people – rich, poor, young and old – start to hear the message on a regular basis that they can make a tangible difference, that others (including celebrities and others they look up to) are having success and finding satisfaction doing so, that this is a big and historic undertaking, then the effort can snowball.

The Civic Tipping Point

We will start to feel differently about our lives and our communities and our ability to work happily and productively together for a better world.

We will grow in our wisdom, our “civic faith,” our civic imagination, and in our civic leadership as individuals and as a community.

Social scientists talk about the importance of self-efficacy and collective efficacy. In plain terms, this means there will be less anxiety and fear, less avoidance of our challenges, less being self-absorbed or preoccupied with inconsequential news and social media.

Instead, there will be more joy, camaraderie, courage and creativity in working together to tackle tough challenges – whatever they may be and whether in our families, schools, neighborhoods, work or larger communities.

Outreach and Canvassing

Our lives begin to end the day we become silent about things that matter. – Martin Luther King

Create cognitive dissonance. Gently and respectfully, help community members see the inconsistency between their self-image and their actions.

It will transform our community. A million people knocked on doors and helped get President Obama elected in 2008. That's the equivalent of 1,000-2,000 people in DC. If we can build a grassroots effort like that today with people at every Metro stop, grocery store, festival, and farmers market, we can recruit thousands, and transform education our sense of community.

Develop communication & leadership skills. Truth be told, it's hard to build a bond of trust with a stranger in a brief conversation. But it's doable and personally satisfying if you speak from the heart about why this matters. Like shooting baskets or hitting a baseball, you won't succeed every time but that's okay and that's how we learn.

Express yourself and what you believe! Be part of the solution — really! Give voice and action to the feeling that there should be no more Ferguson's, Baltimore's, or demagogic politicians playing on our fears.

Get to know your fellow community members! We encourage you to have conversations with people who stop. "What do you do for a living? Have you worked with kids before? Have you done community work before?"

Join the Fellowship of Freedom Riding Jedi Wizards! We need heroes & leaders! Be one now!

How We Use Our Time

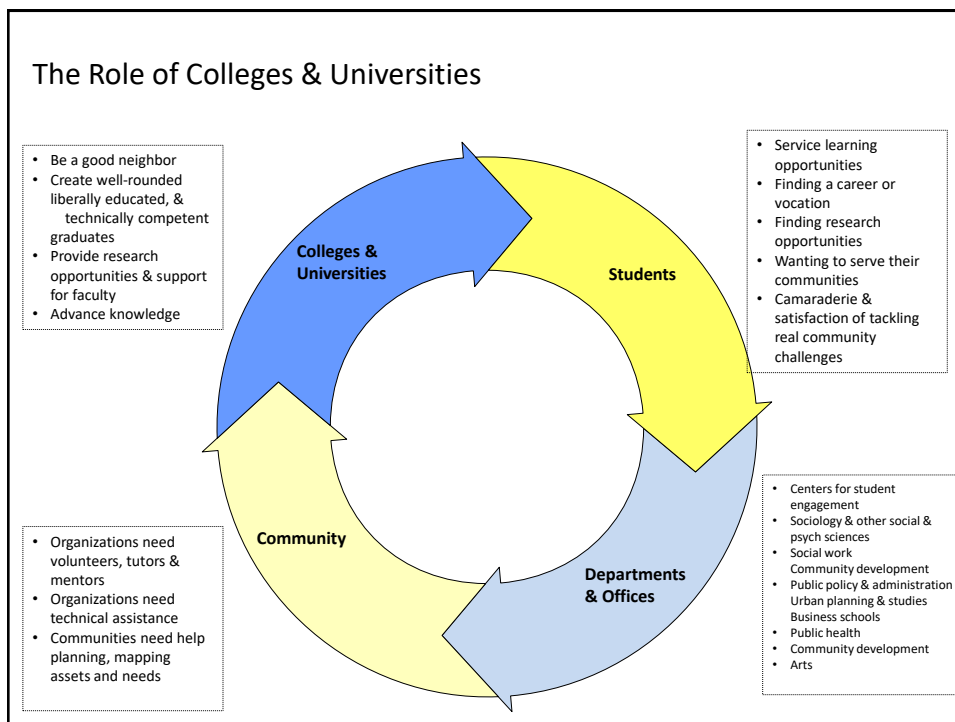
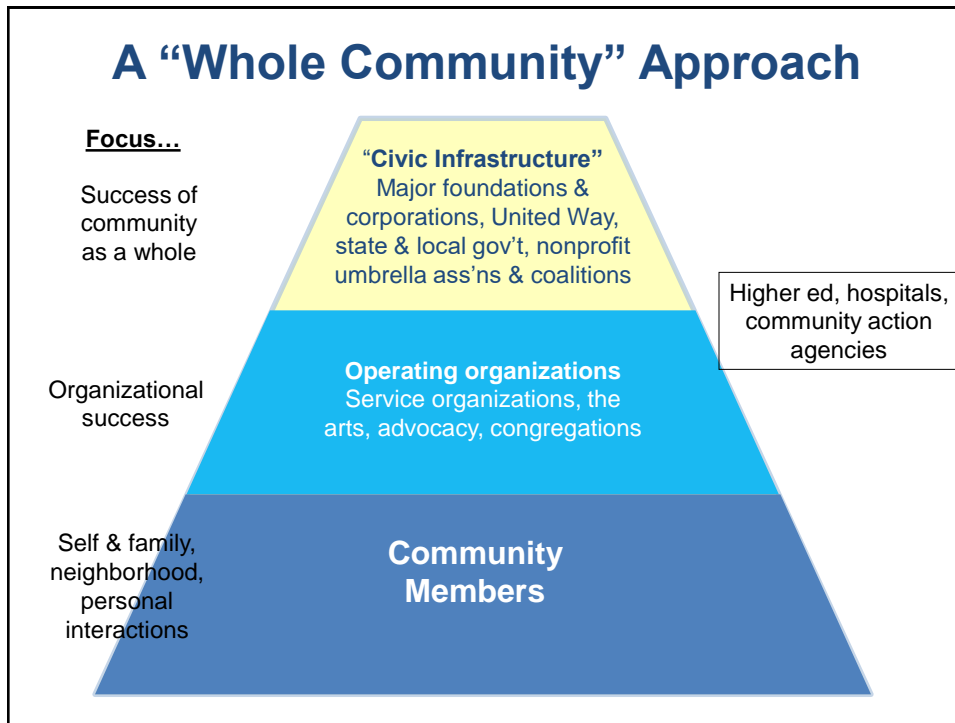
*2 hours a week for tutoring or mentoring; 2 hours a week for canvassing
We all feel busy but...*

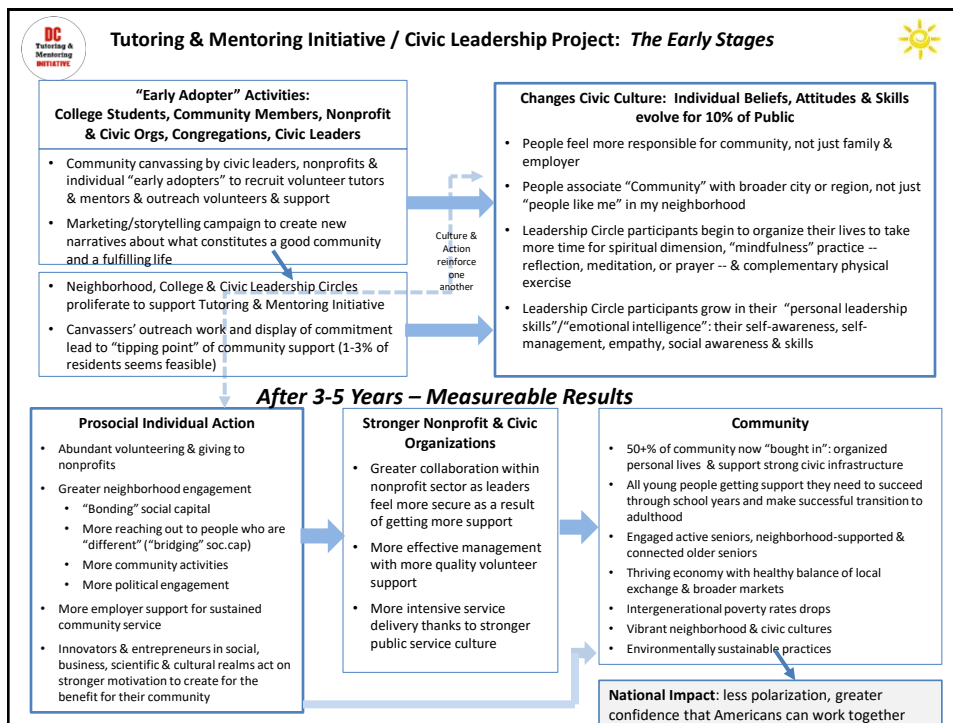
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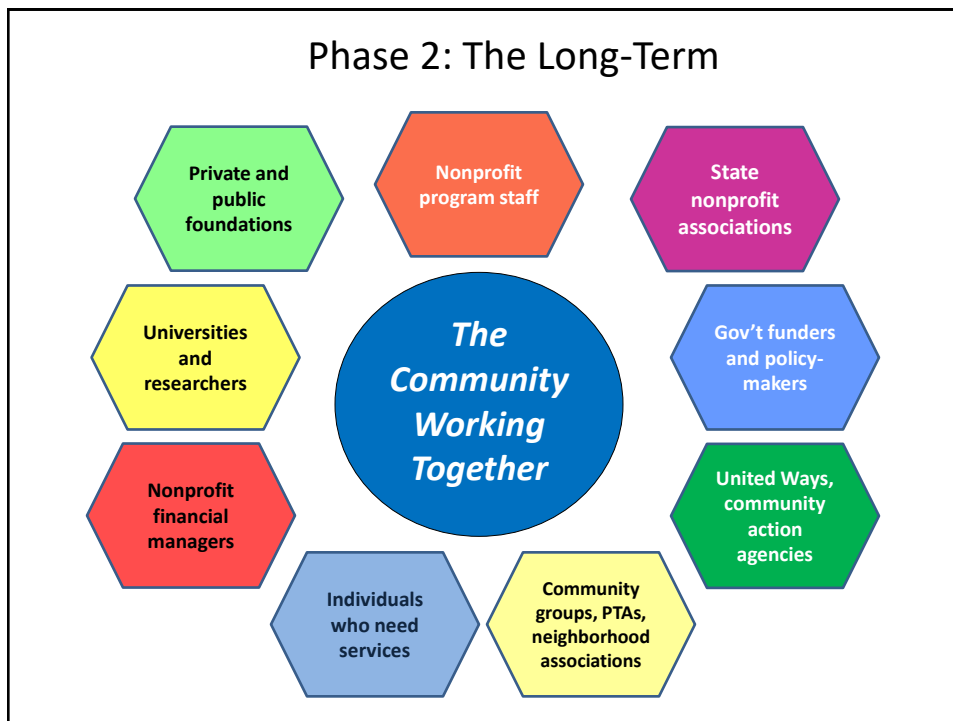
DILBERT

★★★★★
BY SCOTT ADAMS









Have we been here before?

Lincoln's 1862 Annual Message to Congress

The dogmas of the quiet past, are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise – with the occasion. As our case is new, so we must think anew, and act anew. We must disenthrall ourselves, and then we shall save our country.

Fellow-citizens, we cannot escape history... We know how to save the Union. The world knows we do know how to save it. We – even we here -- hold the power, and bear the responsibility. In giving freedom to the slave, we assure freedom to the free – honorable alike in what we give, and what we preserve. We shall nobly save, or meanly lose, the last best hope of earth. Other means may succeed; this could not fail. The way is plain, peaceful, generous, just – a way which, if followed, the world will forever applaud, and God must forever bless.