Why is it so difficult to design and implement fundamental educational reform in large city schools in spite of broad Politics support for change?
How does the politics of race Politics the challenge of building and sustaining coalitions for improving urban schools? These questions have provoked a great deal of theorizing, but this is the first book to explore the issues on The Color of School Reform Race basis of extensive, solid evidence.

Here a group of political scientists examines education reform in Atlanta, Baltimore, Detroit, and Washington, D. The authors show that black administrative control of big-city school systems has not translated into broad improvements in the quality of public education within black-led cities.

Race can be crucial, however, in fostering the broad civic involvement perhaps most needed for school reform. In each city examined, reform efforts often arise but collapse, partly because leaders are unable to craft effective political coalitions that would commit community resources to a concrete policy agenda.

What undermines the leadership, according to the authors, is the complex role of race in each city. First, public authority does not guarantee access to Politics resources, usually still controlled by white economic elites. Second, local authorities must interact with external actors, at the state and national levels, who remain predominantly white. Finally, issues of race divide the African American community itself and often place limits on what leaders can and cannot do. Filled with insightful explanations together with recommendations for policy change, this book is an important component of the debate now being waged among researchers, education activists, and the community as a whole.

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The Color of School Reform: Race, Politics, and the Challenge of Urban Education on JSTOR

We have lots of programs. I do not believe that they are any more successful here than they've proven to be any place else. In other words, there are fad type programs that have never, that were not clearly demonstrated to be successful when they were initiated.

Detroit teachers' union representative. There are programs that spring up every day. You see and hear about different projects and different programs that just spring up that people think of and try them out. Executive The Color of School Reform Race a Baltimore charity.

However, as we highlight in this chapter, the history of education reform in each city reveals that The Color of School Reform Race change is extraordinarily difficult.

In spite of numerous efforts over the past The Color of School Reform Race, there is no evidence of substantial improvement in the quality of schools. Indeed, most evidence suggests that the quality of education in each city has declined, in some cases dramatically. Not only have reform efforts failed to provide significant improvement, but education authorities also seem unable even to marshal support for a sustained effort of implementing an overall reform plan.

Rather, leaders turn first Politics one project, then another—sometimes with remarkable speed. This dramatic failure of education reform presents an interesting puzzle.

True, the tendency to substitute sporadic and small-scale initiatives for systemic reform is not unique to these cities, but one might reasonably have expected more. An unknown error has occurred. Please click the button below to reload the page.

If the problem persists, please try again in a little while. Henig, Richard C. Hula, Marion Orr, Desiree S. No cover image. And the Challenge of Urban Education 2nd edition preview. Synopsis Why is it so difficult to design and implement fundamental educational reform in large city schools in spite of broad popular support for change? How does the politics of race complicate the challenge of building and sustaining coalitions for improving urban schools?

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Jeffrey Henig – The Conversation

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Try logging in through your institution for access. Log in to your personal account or through your institution. Blunt attacks on the quality of American public education mask a more pernicious problem. While many schools are delivering a mediocre product that sells their students short, for some children, especially those living in large central cities with high minority populations and heavy concentrations of the poor, the tale is much more tragic.

Political scientists often write about how politics and policy slow the processes of change. Political elites, they note, can often use their privileged position to defeat or preempt challenges from newly mobilizing interests.

Rapid demographic change is one force powerful enough to overwhelm these forces of inertia. This is especially true at the The assumption of political power by African Americans in Atlanta, Baltimore, Detroit, and Washington was accompanied by the widespread expectation that schools in those jurisdictions would subsequently better serve the children in those cities.

However, as we highlight in this chapter, the history of education reform in each city reveals that positive change is extraordinarily difficult. The Color of School Reform Race spite of numerous efforts over the past decade, there is no evidence of substantial improvement in the quality of schools. Indeed, most evidence suggests that the quality of education in each city has declined, in some cases dramatically. Not only have reform efforts Those who study urban politics have long recognized the importance of tangible, material incentives as tools for building political alliances and supplementing formal authority with informal mechanisms of influence and control.

This view has encouraged various reform efforts at the local level, including policies to improve communication from the schools to homes, to encourage teachers to make home visits, and to institute school-based decision-making teams comprising principals, teachers, parents, and community representatives.

The federal government, too, has signed on to the parent involvement movement; the Advocates of systemic school reform frequently include public-private partnerships on the list of initiatives that they believe are critical if urban school systems are to be The Color of School Reform Race around.

And the Challenge of Urban Education 2nd edition is seen as a potentially valuable partner in the reform movement for at least three reasons. First, business is seen as a source of information and expertise. Corporate leaders are well-placed to provide guidance on the types of knowledge and job skills that graduates need to be employable and prosperous in the coming decades; in addition, corporate employees may have particular skills in accounting, information systems, and other management tools that Local decisions about schools are rarely made in a vacuum, yet many analyses of school politics focus on local stakeholder groups, as if their interests, resources, and the relative balance of power among them are the sole determinants of policy.

It is understandable why this tendency to think of education policy as a product of local forces emerged. Few political symbols in the United States carry the power associated with the local control of education. Schools are closely identified with the character of their local The Color of School
Reform Race. Indeed, schools are sometimes taken as defining that character. Moreover, many structural reforms introduced Students of American education have long recognized the various roles played by schools in serving the national interest.

They act as venues for socializing our youth into dominant norms, preparing future citizens to serve as informed voters and political actors, and training future workers in the skills and habits that our economy requires.

However, schools are most often seen as vehicles of individual advancement. Indeed, this prescription is often offered as a broad strategy for disadvantaged populations. Minority communities are routinely Politics to invest Have library access? Log in through your library.

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