Organizing for Community Schools: An Alternative to Charters & Takeovers

Presenters:
Anna Brelje, Education Minnesota
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2016 NEA National Leadership Summit | February 26-28, 2016 | Hilton Anatole | Dallas, Texas
COMPETENCY: ADVOCACY

**Competency Progression Levels:**

1: Foundational
2: Mobilizing & Power Building
3: Agenda Driving

**Competency Themes:**

- Engages community in supporting student learning;
- Mobilizes members to actively engage with the community;
- Assumes leadership roles in persuading stakeholders to commit resources for student success.
Session Outcomes:
* The content from this session can be used in the following ways in your current position/role:
  - Educate members and community on the merits of community schools as a strategy to support student success;
  - Assemble and mobilize the powers that be in the district or local to map-up community resources that can be tapped to provide wrap-around services for students and community members;
  - Create a framework for sustainability.
Agenda

• I  Introductions
• II Session Objectives
• III Community Schools – The What, Why & How
• IV Community Schools and Teachers Union Leadership
• V  Group Activity (Summary & Conclusion)
• VI Session Outcomes and Next Steps
• VII Session Evaluation
Community Schools: What, Why & How
Education Landscape By The Numbers

98,000
6,700
4000
46,900,000
2,900,000
5,100,000
$523,900,000,000
$21,100,000,000
$3,300,000,000*
Quick History of Education in USA

- Most of US history, the federal government left education entirely to state and localities.
- 1950: Milton Friedman proposes vouchers for education.
- 1954: Brown v Board of Education Supreme Court decision.
- 1965: Elementary and Secondary Education Act (ESEA)
- 1973: 58% of public confident about public schools
- 1979: Federal Department of Education established (Carter)
Quick History of Education in USA

- 1983 – A Nation at Risk: The Imperative for Education Reform
- March 31, 1988: Albert Shanker returns from Cologne Germany – Nation Press Club – Announces support for charters.
Quick History of Education in USA

- 1990 – First major voucher law passed in Wisconsin (Milwaukee)
- 1990: “Failing Schools” appears in NY Times 11 times. Average of 30 times in the 90s.
- 1991: Minnesota passed the first charter law.
- 1994 – Clinton passed voluntary “Goals 2000”
- 2000 – George W. Bush – No Child Left Behind
- 2008: Race to the Top designed by Duncan and consultants from the Gates Foundation and the Broad Foundation.
Quick History of Education in USA

- 2010: Waiting for Superman premiers.
- 2012: 19% of public gave A or B to public schools (Gallup)
  - 77% gave high marks to their public school.
- 2015: Achievement gap b/w high and low income has been growing larger for the last 50 years (Stanford)
  - 30 to 40% larger today than 20 years ago.
Are charter schools public or private?
2014 Annual Report:
123,259 students enrolled

[Insert state level K12 Inc. subsidiary]

K12 Inc.

Free Online Public Schools in Louisiana
Free Online Public Schools in Georgia
Public Education Trends
PUBLIC EDUCATION TRENDS

Confidence in Public Schools

1973: 58%
2012: 19%

"Failing Schools" NYTimes

1990s: 30%
2000s: 66%
Despite low market share nationally, charter schools have achieved significant market share in major cities.

Many of the nation’s largest school districts have more than 10 percent of students in charter schools.
15 states account for over 80 percent of new charter schools in the past five years.
Broward, FL Enrollment Trends

Public Enrollment

Charter Enrollment
Miami, FL Enrollment Trends

Public Enrollment

Charter Enrollment
New Orleans, LA Enrollment Trends

**Public Enrollment**

- New Orleans Public 2013-14: 4152
- New Orleans Public 2012-13: 9414
- New Orleans Public 2011-12: 10098
- New Orleans Public 2010-11: 12149
- New Orleans Public 2009-10: 14335
- New Orleans Public 2008-09: 15379

**Charter Enrollment**

- New Orleans Public 2013-14: 40547
- New Orleans Public 2012-13: 36126
- New Orleans Public 2011-12: 32597
- New Orleans Public 2010-11: 27728
- New Orleans Public 2009-10: 22681
- New Orleans Public 2008-09: 20068
Milwaukee, WI Enrollment Trends

Public Enrollment

Charter Enrollment
Chicago, IL Enrollment Trends

Public Enrollment

Charter Enrollment


Who Is behind the growth of voucher and charters?

Is the “failing” public school narrative organic?
Policy Innovators in Education (PIE) Network/Fight Club

Their goals:

• Advance charter schools and other options for parent choice (vouchers, tax credits);
• Increase number of Portfolio School Districts;
• Eliminating teacher tenure
• Lots more testing
• Grading schools (A to F).
• Much more...
PIE Network/Fight Club

- The PIE Network’s core strategy is to amplify and accelerate the reform movement by connecting our members to one another, to our many national partners, and to the resources they need to work smarter. Through in-person outreach, webinars, conference calls, and direct visits to the cities where our members live and work, we’ve never been better positioned to connect members with each other to learn from one another and echo each other’s campaigns. Over the past year, PIE has significantly increased its capacity as an information hub for the network, both as a source of information on policies and lessons from the advocacy work of network organizations and as a one-stop-shop for leading policy tools from national thought leaders.
2007
12 Organizations
10 States
Colorado Succeeds
ConnCAN
The Education Trust-West
EdVoice
Employers for Educational Excellence (E3)
KidsOhio.org
Massachusetts Business Alliance for Education
Oklahoma Business and Education Coalition
Rhode Island Education Partnership
Rodel Foundation of Delaware
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio
2010
23 Organizations
18 States

Advance Illinois
Chalkboard Project
Colorado Succeeds
ConnCAN
The Education Trust-Midwest
The Education Trust-West
EdVoice
Foundation for Florida’s Future
KidsOhio.org
League of Education Voters
Massachusetts Business Alliance for Education
Mississippi First
Oklahoma Business and Education Coalition
Partnership for Learning
Prichard Committee
RI-CAN
Rodel Foundation of Delaware
Stand for Children Colorado
Stand for Children Oregon
Stand for Children Washington
Tennessee SCORE
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio

2013
45 Organizations
28 States & D.C.

A+ Education Partnership
Advance Illinois
California Business for Education Excellence
Chalkboard Project
Colorado Succeeds
ConnCAN
Connecticut Council for Education Reform
DC School Reform Now
The Education Trust Midwest
The Education Trust-West
EdVoice
Educate Texas
Expect More Arizona
Foundation for Florida’s Future
Georgia Partnership for Excellence in Education
Idaho Business for Education
KidsOhio.org
League of Education Voters
MarylandCAN
Massachusetts Business Alliance for Education
Mississippi First
MinnCAN
NYCAN
Oklahoma Business and Education Coalition
Partnership for Learning
PennCAN
Prichard Committee
Public School Forum of North Carolina
RI-CAN
Rodel Foundation of Delaware
Stand for Children Arizona
Stand for Children Colorado
Stand for Children Illinois
Stand for Children Indiana
Stand for Children Louisiana
Stand for Children Massachusetts
Stand for Children Oklahoma
Stand for Children Oregon
Stand for Children Tennessee
Stand for Children Texas
Stand for Children Washington
Tennessee SCORE
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio
PIE Network/Fight Club

- PIE Network connects 48 education reform organizations in 31 states and the District of Columbia.
- Since 2007, the PIE Network has tripled.
Education Industrial Complex Strategy

Declare that schools are failing

Billionaire Funders
- Walton Fdn
- Gates Fdn
- Dell Fdn
- Broad Fdn
- Arnold Family Fdn
- Robertson Fdn
- Robin Hood

More charter schools/vouchers

$545,000,000,000

*New harder tests

Close more public schools

*4000 since 2008

***$21,100,000,000+
Quick History of Education in USA
Quick History of Education in USA
• One more thing . . .
Federal Role in Privatization

* The Office of Innovation & Improvement

- Charter School Program State Educational Agencies (SEA)
- Charter Schools Program Non-State Educational Agencies (Non-SEA)
- Charter Schools Program Non-State Educational Agencies (Non-SEA) Dissemination Grant
- Charter Schools Program Grants for Replications and Expansion of High-Quality Charter Schools
- Credit Enhancement for Charter School Facilities Program
- Charter School Exemplary Collaboration Awards
- National Leadership Activities Grant
- State Charter School Facilities Incentive Grants

*$3.3 billion in grants*
President Barack Obama’s proposed budget for fiscal year 2016 includes $375 million specifically for charter schools (a 48 percent increase over last year’s actual budget).
Federal Role in Privatization
2015 Grant Winners

– DC: $20 million.
– AZ: $23.6 million
– NV: $16.5 million
– SC: $30.4 million
– CO: $36.3 million
– IL: $42.3 million
– OH: $71 million
– OR: $8.8 million
– LA: pending
– TX: pending
So what is so bad about no public schools?

School system vs. systems of schools
Louisiana Broken Academic Oversight

**Report findings:**

- Over 21,000 LA children in D & F charter schools;
- Over $700 million spent on charters that currently have D & F ratings;
- No system to help struggling schools move from F → D → C → B → A;
- Authorizers have bad record of choosing charters that will be able to carry out the promises within their charter applications;
- Authorizers set high expectations, but do not provide hands on support that is needed to help struggling schools;
- Authorizers close D & F schools and then authorize more D & F schools.
Charter Results

- CHICAGO - University of Minnesota Law School Study: “...charter schools, which on average score lower than the Chicago public schools, have not improved the Chicago school system, but perhaps made it even weaker.”

- OHIO – CREDO Study: ”...students in Ohio charter schools perform worse in both reading and mathematics.”
  - Over 85 percent of Ohio's charter students were in schools graded D or F in 2012–2013.

- INDIANA: Nearly half the state’s charter schools received grades of “D” or “F” in 2012 (Indiana Department of Education 2012).

- TEXAS: Texas charter students are losing up to 14 school days in reading and 29 days in math [Stanford CREDO 2015].
Achievement: District Results

• Nashville Achievement School District:
  • Initial promise in 2012 was to “turn the state’s bottom 5 percent of schools to the top 25 percent in five years;”
  • Results from 2014 show reading scores were lower in ASD schools in 2014 than they were before the state stepped in 2012;
  • Math scores have climbed more than five points.

• Michigan Education Achievement Authority:
  • In Michigan, in 2011 Governor Rick Snyder in 2011 created a statewide Education Achievement Authority;
  • 15 Detroit Schools chosen; 10,000 students;
  • Michigan Educational Assessment Program (MEAP) results show that a high majority of EAA students are either stagnating in terms of reaching math and reading proficiency, or falling even further behind.
2013/2014 Louisiana Charter Performance

- 99 or more: 6,657
- 85 - 84: 14,875
- 84.1 - 70: 6,657
- 69.1 - 49.9: 14,875
- 49.7 - 13: 6,657

- 100 or more: 42% D & F
- 99 - 85: 31% C
- 84.1 - 70: 18% B
- 69.1 - 49.9: 18% B
- 49.7 - 13: 9% A

Unite, Inspire, Lead
Empowering Educators for Success
Investing in Growth & Disruption

Cumulative Number of Charter School Closures 2001-2013
Broken Academic Oversight
Broken Academic Oversight

Stage 1: High bar authorization

Stage 2: High bar authorization

Stage 3: High bar authorization

support
The Community Schools Strategy for Change
What are Community Schools?

Community Schools leverage public school facilities to become hubs of educational, recreational, cultural, health and civic partnerships, which optimize the conditions for learning and catalyze the revitalization of the community.
What are Community Schools?

1. Needs assessment & vision

2. Strategic Plan

3. Community School Coordinator
Austin, TX - Allen Weeks, Director of Austin Voices for Education & Youth
Community Schools employ a 5 point strategy

1. Strengthened curriculum;
2. Improved student assessments that help teachers teach;
3. Wrap-around supports such as health care, eye care and social and emotional services;
4. Positive discipline practices such as restorative justice;
5. Transformational parent and community engagement.
Community Schools

- 4000 to 5000 community schools
- 44 states
- 5.1 million children enrolled
- Federal funding: Title I, 21st Century Learning Grants
Community Schools Across USA

- **Large School Districts:** Baltimore; Chicago; New York City (200 by 2017); and Oakland, California;

- **Medium-size Districts:** Cincinnati; Evansville, Indiana; Lincoln, Nebraska; and Salt Lake City.

- **Smaller Districts:** Vallejo, California; Evanston, Illinois; and Allentown, Pennsylvania
• Federal Title 1 (Cincinnati)
• Federal CS Grant (Paterson and Orange NJ)
• Foundation dollars (most locations)
• City revenue (Baltimore)
• School District (Milwaukee)
• State Funding Formula (Kentucky)
Federal Funding

- Full Service Community Schools Grants
- Title I
- 21st Century Community Learning Centers
- School Improvement Grants
- Promise Grants
- Race to the Top District Competitions
ESSA & Community Schools

Title I
Funding amount: $15 billion per year
Allocation mechanism: All states receive the funds by formula.
Allowable uses: community school coordinator, coordination of school and community resources.

Title IV
21st Century Community Learning Centers
Funding Amount: $1 billion per year
Allocation Mechanism: All states receive the funds based on a formula; competitive grant process for districts to receive funding.
How to Get it: Districts need to apply for it - to state education agencies.
Allowable Uses: Afterschool programming, community school coordinator,

Student Support and Academic Enrichment
Funding Amount: $1.6 billion per year; goes to all 14,000 school districts.
Allowable Uses: Dollars can go to Community School Coordinators and various other uses.
Full Service Community Schools Funding Amount: 10 grants per year (past experience has these grants at $500,000)
How to Get it: FSCS is administered via a competitive grant process. School districts and schools and Community School coordinators apply to federal government.
Community Schools Deliver Strong Results

A few examples
Minnesota
# Minneapolis, MN – Middle & High Brooklyn Center

<table>
<thead>
<tr>
<th>2009</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 723</td>
<td>Enrollment – 964</td>
</tr>
<tr>
<td>College enrollment – 61%</td>
<td>College enrollment – 78%</td>
</tr>
<tr>
<td>Graduation rate – 74%</td>
<td>Graduation Rate - 87%</td>
</tr>
<tr>
<td>Student absences from one class period or more – 9,000</td>
<td>Student absences from one class period or more – 6,500</td>
</tr>
<tr>
<td>Low student involvement in after-school</td>
<td>80% of middle and high-schoolers involved in at least one after school activity</td>
</tr>
<tr>
<td>District-wide behavioral references: 5,113</td>
<td>District-wide behavioral references: 2,495</td>
</tr>
</tbody>
</table>
Cincinnati

- 33,000 students
- 52 neighborhoods
1970s to 1990 – Poor academic outcomes, declining enrollment, exit of middle class from the city

2001 – Cincinnati launched its community schools initiative

2004 – First community schools opened

2006 First community school coordinators hired

Lots of services with little coordination
## Effects of Community Schools in Cincinnati

<table>
<thead>
<tr>
<th>2003</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Community Schools</td>
<td>34 out of 55 schools are community schools</td>
</tr>
<tr>
<td>Black/white achievement gap 14.5%</td>
<td>Black/white achievement gap 4.5%</td>
</tr>
<tr>
<td>Graduation rate 51%</td>
<td>Graduation Rate 82%</td>
</tr>
<tr>
<td>School Performance Index 72.1</td>
<td>School Performance Index 86.9</td>
</tr>
<tr>
<td>85% of students drop out by end of 10th grade (Lower Price Hill Stat)</td>
<td>62% of students attend college (Lower Price Hill Stat)</td>
</tr>
</tbody>
</table>
Texas
## Effects of Community Schools in Austin, TX – Webb Middle School

<table>
<thead>
<tr>
<th>2009</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 485 (97% FARM; 50% ELL)</td>
<td>Enrollment – 750 (97% FARM; 47% ELL)</td>
</tr>
<tr>
<td>Lowest performing middle school in Austin; on verge of closure</td>
<td>Highest performing Title 1 Middle School of 14 other Middle Schools</td>
</tr>
<tr>
<td>Graduation Rate – 48%</td>
<td>Graduation Rate – 78%</td>
</tr>
</tbody>
</table>
Effects of Community Schools in Austin, TX – Reagan High

<table>
<thead>
<tr>
<th>2009</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 600 and on verge of closure</td>
<td>Enrollment – 1250</td>
</tr>
<tr>
<td>Attendance – 88%</td>
<td>Attendance – 95%</td>
</tr>
<tr>
<td>Graduation rate - 48%</td>
<td>Graduation Rate - 85%</td>
</tr>
<tr>
<td>Student Mobility - 41%</td>
<td>Student Mobility - 30%</td>
</tr>
<tr>
<td>Students earning dual college credit – 0</td>
<td>Students earning dual college credit – 150+</td>
</tr>
</tbody>
</table>
Reagan Principal Anabel Garza
Maryland
# Effects of Community Schools
Baltimore, MD
Benjamin Franklin High School

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment –</td>
<td>226</td>
<td>Enrollment – 437</td>
</tr>
<tr>
<td>21% math proficient</td>
<td></td>
<td>71% math proficient</td>
</tr>
</tbody>
</table>
Florida
# Effects of Community Schools

Orange County, Florida

Evans High School

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>1600</td>
<td>2400</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>50%</td>
<td>80%</td>
</tr>
<tr>
<td>Grade</td>
<td>F</td>
<td>B</td>
</tr>
</tbody>
</table>
Kentucky
Effects of Community Schools in Kentucky

• The 2015 *Building a Grad Nation* report, called Kentucky “a beacon to all other states” for its ability to all but eliminate the opportunity gap between low income students and all other students to graduate on time. There is only a 1.4 percent difference, the lowest in the nation by far.

• On the National Assessment of Educational Progress (NAEP), Kentucky 4th- and 8th- graders continue to outperform their peers nationally in reading and mathematics.
Needs Assessment
Sabina Massey - Coordinator
Bryan High School, Kentucky
Reagan Principal Anabel Garza
Coordinator
Raul Sanchez, Principal
Webb Middle School, TX
Melissa Goins, County Director
Final Thoughts

• Governance structure change does not equal outcomes change.
• Nobody is coming to our rescue – it’s up to us to contest the school improvement space.
• We own the map, but not for long if current trends continue.
Contact:

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Director of Education, Center for Popular Democracy

Dan Lunaria – dlunaria@nea.org
Sr. Program/Policy Analyst, NEA Priority Schools

Christopher Johnson, Ed.D. – Cjohnson@nea.org
Sr. Program/Policy Analyst, NEA Priority Schools
Community Schools and Union Leadership
Corporate education reformers have three key strategies:

– Multi-million PR and community organizing campaigns to promote charter narrative and school choice as the only successful policies to close the racial achievement gap.

– Take over decision-making in the public system: electoral campaigns to influence state and local elections and imbed consultants, staff and advocates inside government.

– Lobbying strategy to promote standardized testing, weaken teaching standards, increase funding and market share of charter industry schools.
RESET campaign

https://youtu.be/0UxzeSkzhj4?list=PLpHH9HH5FKrY0Dvuu_H1LE18vOOOo_m_ucX
Market-reformers in MN

• Big MN corporations (Target, US Bank, Best Buy, 3M, Medtronic, etc.) and their organizations – Chamber of Commerce and MN Business Partnership
• Corporate foundations and local millionaires and billionaires
• Market-reform PIE affiliates: SFER, MinnCAN, E4E, TFA, Charter School Partners
• Funds from out-of-state interests tied to New Schools Venture Fund, CRPE, Education Reform Now, ed tech investors
Key messages, tactics of opponents

• Push a narrative based that two “beating the odds” charter schools represent the entire charter sector.

• Reinforce message that “poverty doesn’t matter.”

• Use race issues as wedge between progressives and Education Minnesota, educators.
Education Minnesota Campaign

- Awarded NEA Leveraging Leadership in Education Reform grant to develop member-community organizing plan to expand community schools as alternative to market-based policies.
- Conducted statewide listening efforts to learn from practicing community school leaders.
- Began leading the MN Network of Community Schools in Feb. 2014.
Education Minnesota Campaign

- EdMN community engagement work in 2014 focused on community schools.
- Formed Coalition for Quality Public Schools during 2014 Minneapolis school board elections, with focus on community schools.
- Nov. 2014: GOP won MN House, forcing us to revise our scope and goals.
Tour of Brooklyn Center

https://youtu.be/6LlS_IkOnCw
Education Minnesota Campaign

• Winter 2014-2015: convened stakeholders to draft legislation based on Coalition for Community School/CPD reports.
• Strategy during session was to start small — work on the language and pilot appropriation.
• Put community school leaders front and center during media events and legislative testimony — used non-ideological, non-controversial messaging and tactics.
Duluth press conference

Education Minnesota Campaign

• “Full-service community schools” law was passed in June.
• Contains $500,000 appropriation and our proposed language.
• Strategic implementation of new law is first strategy of phase two of our campaign.
• Next steps:
  – Create portfolio of “beating the odds” community schools. Focus PR and organizing efforts on telling their stories, contrasted with charter schools.
  – Use member-community organizing to create a wait-list for FSCS funding - create a base with demand to expand FSCS in the next session.
Contact Information:

Bernadette.burnham@isd709.org

anna.brelje@edmn.org
Questions?

Summary & Conclusion
Session Outcomes:
* The content from this session can be used in the following ways in your current position/role:
  - Educate members and community on the merits of community schools as a strategy to support student success;
  - Assemble and mobilize the powers that be in the district or local to map-up community resources that can be tapped to provide wrap-around services for students and community members;
  - Create a framework for sustainability.
For More in-Depth Understanding of Organizing for Community Schools – Be at Break-out Session 4 - ORG430
Sunday, 8:00-9:30 a.m.
NEXT STEPS
In my current position or role, I will:

___ set up a meeting on “Community Schools 101” with key players in my geography and then develop a strategic plan with the NEA CS team.

I intend to do this on ___________________

NAME ____________________________________
TITLE/ROLE ________________________________
E-mail ____________________________________

Thank you!
Please complete the evaluation for this breakout session!

Thank you!