

# Achievement Gap Initiative

Kettering Foundation

Training

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COMMUNICATIONS GROUP

[www.collaborativecommunications.com](http://www.collaborativecommunications.com)

## Introductions

- Introduce yourself to your partner
- Partner captures key points on chart
- You introduce your partner
  - What expertise you share
  - What you might be able to learn from partner

## Two Groups

### Public Education Network Members

- San Francisco
- Bridgeport, CT
- Minneapolis, MN
- Washington, DC
- Corpus Christ, TX
- New Orleans

### National Issues Forums Network

- Cincinnati, OH
- Helena, AR
- Panama City, FL
- Central Texas/Texas Forums
- Illinois

# Aspirations for Community on Achievement Gap

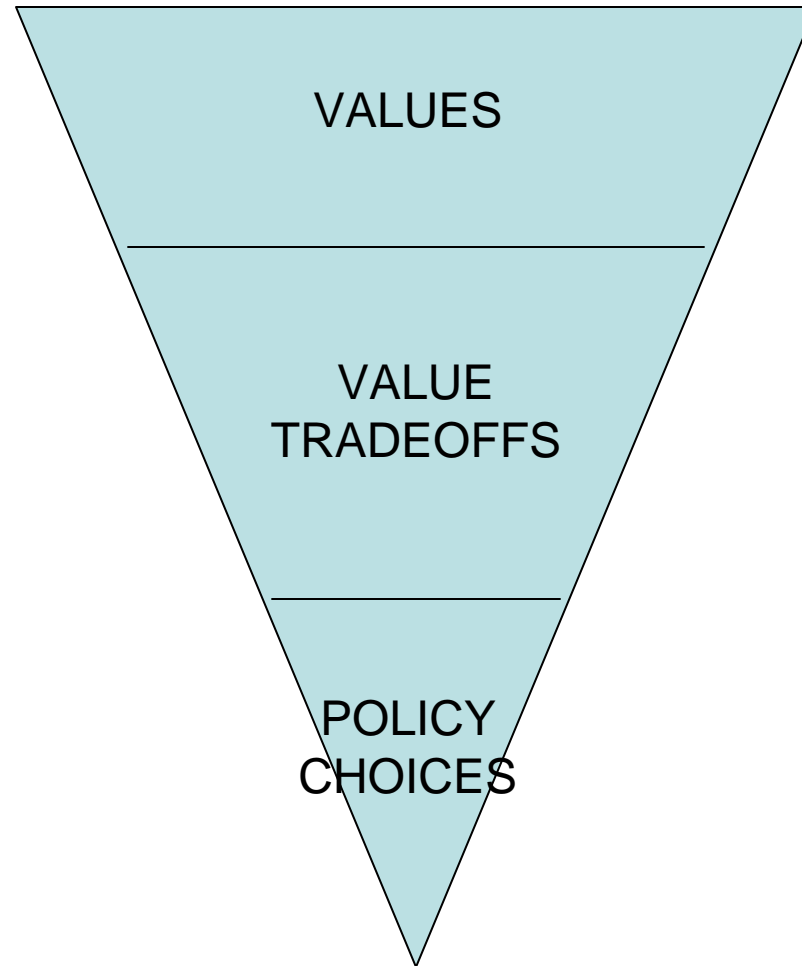
- a different approach to funding
- People to be invested who aren't currently
- Accurate understanding of what it is and implications
- Change the culture of how education is valued
- Encourage the voices of the youth in dealing with the issue
- Understanding of what the community can do to impact
- Tangible action
- Engage the community to hold elected officials accountable
- All citizens to feel responsible for all kids
- Parents to become empowered to reach other parents
- Engage the unusual suspects, business, retired, those not in it
- Achievement gap language from abstract to relevant to students, individuals
- People feel motivated to act
- Bring us insights about difficult challenges - race and poverty
- Deal with impact on all students and outcomes for the community connected to that
- Policy makers, teacher, media to stop blaming the children for reaching potential
- A public will to create union contracts that support eliminating the achievement gap
- A conversation that doesn't include blame anymore, a commitment
- Outrage in the community
- View testing differently - its role appropriate, better understanding of connections
- Stronger ownership from higher education to come back and partner
- Commitment to change
- Professional educators understand better how the community can help solve problem
- Renaming in our community to energize citizens Affect the way universities teach teachers to teach
- Structures and policies to achieve gap to be implemented.
- Understand impact on future workforce, students understand same thing, teachers, parents
- Common ground - people getting on the

## Reactions to *For Communities to Work*

- communities what mean, then what population thinks means, engaging the public - a voice and how important it is
- So people can more reasonably talk with
- Recognizing unintended consequences and put it on for reading, we are doing some of these things
- Importance of experiences and what you bring to the work and the role of inclusion -- the parks, ownership and commitment
- Leadership is leaderfulness, key to sustaining involvement.
- Generating common knowledge, common interest, more committed, will go above and beyond
- We have to name conflicts and tensions to get where we can act together - naming of the achievement gap may be a problem - not where people live

# What does the conversation about education and the achievement gap sound like in your community?

- those black kids don't want to learn, teachers don't have high expectations, I can't make changes
- Put more resources into programs
- Specific examples - kids can't do elementary math
- Fear of violence has priority over any conversation about achievement gap
- Not enough teachers and administrators reflecting population concerned about
- Education system as a funnel for the prison system
- Lack of parental involvement
- They (black administrators) messed it up so we (the state) has to fix it
- We all don't know the role expectations can play
- Agap is Asian, white, boys, girls, black, white, Hispanic, until all kids capable we are always going to have achievement gap
- Instructional style and learning style/cultural competency gap
- Don't want to go with "those" kids, I will take my kids
- Can't fix that system, will take them out, the whole system should be trashed
- Private schools are worse than the public schools
- Black teachers don't have high expectations either
- If parents would do more for education than gym shoes would be better
- Discipline and safety are issues - why kids can't learn
- Mobility, peer pressure not to learn, "uncool to be smart" -- to be smart is to act "white"
- Kids ride the bus 4 hours a day
- Don't trust to do the job so won't give more money
- Standards brought down by the disability students, better to have kids start somewhere else because they can't cut it on campus
- Can't make my kid learn or go to school
- Teachers have to educate not me -
- Teachers, unqualified teachers
- Great school system, we don't have that problem
- Students say what learning not relevant, some say they don't care, not taught what on test
- Problem is Asian and white students learning too rapidly
- Excessive number of substitutes in the



## Two Examples:

1. Panama City, Florida
2. Central Texas

## Three Groups - Different Focus for Forum Strategies

1. Community and School District Relationship  
(planning, specific and general) (This Room)
2. Policy Impact - local, state, other (Next Door)
3. General Public Awareness (Upstairs)

- What can you do with the content from the forum to create action?
- What can you do with the people and energy to create action?
- What counts as action?

## 3 Ideas/Questions to Share

# Reporting Forums

## What you like to learn from other people who share your journey?

- Varieties of ways of doing it
- Analysis of what happens
- How do communications, how channel, how keep it going, variations, specifics, forms, modes and mediums -- audience specific strategies
- Frame as a gain or as a loss? What more effective?
- How follow up when people excited and want to do?
- How get district/systems to change?
- Getting changes and changes, what made the bridge from conversation to sustained action
- Aha moments among us and in the conversations.
- Communicate back when a shift has happened - what happened, help see what been doing has made a turnaround
- See articles about media and other pieces - how do politicians frame it successfully
- Limitations or restrictions that you have struggled with
- Learning from each other
- How did people take action - what was said at the end, steps taken, how did it move (kinds of action) -- How are you going to monitor that? (Do you need to?)
- Budgets/costs how much it costs to different types of approaches - funding options

## Research Project:

- Use Achievement Gap Forums in an initiative, report using questionnaires
- Communicate with us (Hauser/Collaborative) about your objectives, timeline, activities, accomplishments
- Be available for interviews and site visits
- Our question is - What happens when different types of organizations/partnerships in different communities start with the materials and do forums on this issue?