

**Partnership between Cities and School Districts can Reform and Revitalize
Neighborhoods: A Paradigm Shift for Urban Cities and Schools**

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ABSTRACT

What does a free public education mean in America? Does it mean a simple offering of whatever degree of instruction is available in a geographic area? Or, does a free public education suggest a specific achievable competency for any student? What constitutes fairness? What are the requirements for America's global competitiveness? These are relevant questions for the future. Most of these questions involve upcoming issues of civil rights. It can be seen as the most pressing issue today.

This discussion paper looks initially at urban public education issues of poverty. It recognizes that as older neighborhoods age, regardless of the city location, poverty eventually becomes an issue. This discussion suggests a paradigm shift calling for collaborative city and school district partnerships that can better meet America's promise of equality and education for all citizens. This new paradigm emphasizes the development of smaller economically self-sufficient neighborhood units simultaneously with development of improvement in the quality of neighborhood schools. The shift in perspective favors policies that enhance revitalization based on targeting traditional small neighborhood geographic areas using the neighborhood school designations before and along with larger more commercially planned revitalization efforts. Underutilized schools are redeveloped using neighborhood incentives, incubators, and educational support for the revitalization while maintaining their traditional educational role as a public school. Economic development and increased funding is supported through

cooperative partnership with the city and include private businesses and nonprofits with a mission in the community. Operational and development costs are offset by rent from for-profit businesses, grants, and foundations.

PARTNERSHIPS BETWEEN CITIES AND SCHOOL DISTRICTS CAN REFORM SCHOOLS AND REVITALIZE NEIGHBORHOODS:

A Paradigm Shift for Urban Cities and Schools

As a longtime adjunct professor teaching American Government, my attention was drawn to a recent forum on jurisdictional cooperation between three nearby cities. Each of the Mayors emphasized education as a major requirement for city and cross-jurisdictional economic development. Each Mayor emphasized building educational support for private sector employment.

However, educational research overwhelmingly demonstrates that the issue most closely correlated to student lack of achievement in our schools is *poverty*. Formal research, both qualitative and quantitative, has found a link between poverty and lack of student achievement. For example, reading and spelling in grades 2 and 3 demonstrate poverty as the predictive factor regardless of instructional practices (Foorman, et. al., 2006). Other studies, including Reynolds (2012), published in the American Medical Association Journal, verify long-term effects of educational achievement and juvenile arrest. This study calls for childhood intervention based on economic need. Moreover, numerous multi-cultural and urban educational researchers and theorists overwhelmingly support this conclusion (i.e., Banks & Banks, 2004; Darling-Hammond & McCloskey, 2008; Kozol, 2005; Koestler, 1998; Sarason, 1990; and Ogbu, 1994, 2003, 2003). Poverty--not the other issues, such as teacher qualification; parental involvement; or lack of learning readiness--is the major issue most closely correlated to student failure in American schools even though the other factors listed above play important roles in student success. Alternatively, good news has been documented from more conservative think tanks. Research from the Brookings Institute (Loveless, 2008) does show a big, albeit slow, improvement in student educational achievement for big cities over rural and suburban cities. The progress is unmistakable, however. The Brown Center Report ends with a statement that more policy analysis is needed for longitudinal tracking achievement trends.

Currently, poverty can be seen as universal and not as a direct result of circumstances in any one city or school district. Any older school/neighborhood will face the problems of lowered property values, relocation by property owners that can afford to move elsewhere, and closing/underfunded schools. Logically, policy-makers can be proactive in the search for solutions and cooperative action when the hallmarks leading to poverty are found.

Contrary to the poverty research and logical need for cooperative action, research also shows that schools are focused on improving standardized test scores to meet accreditation requirements while cities are empowering large scale developments for economic development to increase property values. In most geographic areas, the school district and the city do not even talk much less collaborate or form partnerships. Discussion is cautious and limited, as the recent Mayor's Forum illustrated. The separation of economic development from school success is the basis for the needed paradigm shift.

To their credit, the Mayors emphasized, "Making the trip as a group rather than in separate jurisdictions." Larger collaborations—cross-jurisdictional or city-to-city—were supported while the smaller neighborhood revitalization needed to overcome local poverty and support students left behind in poverty, were ignored. Research has also shown that economic development, focused on larger revitalization efforts, continue to deteriorate while developers secure needed land, plans, building permits, and begin construction. Then, when/if the area does turn around, new land and schools are again needed by the school district. The taxpayer pays more. Meanwhile, during the years of redevelopment, student academic performance in the poverty neighborhood suffers. A new paradigm—recognizing the joint responsibility for economic revitalization and academic performance supported by both the city and the public schools—is needed.

One example of such cooperative partnerships would be using the underutilized neighborhood public school as a smaller school with smaller, classes, retaining the best teachers already employed by the school, and experienced in

individualized/multicultural student learning. The vacant remainder of the school can be developed as a neighborhood hub for entrepreneurial businesses, medical, adult classes, and for-profit community needs such as a grocery store. This change from relying primarily on large-scale developments for economic support to encouragement of smaller neighborhood-specific development retains the character and structure of the already designed school neighborhood to create economic revitalization more rapidly, use fewer dollars, and improve education while simultaneously developing new resources for the city and the local neighborhood. Naturally, for-profit use of the schools would require compensation to both the city and the schools but would not require the schools to be sold. The problem with existing solutions is that the old paradigms, like No Child Left Behind (2001), are good efforts with some good ideas. They simply have not worked for urban students in older neighborhoods.

In the past few years, the educational argument has focused around the type of education students are receiving. Is multicultural education needed for underprivileged students in the poverty schools? Is additional special education needed? Should teachers individualize the national and state objectives for education to meet every student's needs? Should all children pass regardless of performance? Are Charter or public schools better?

Davis Guggenheim, in his video documentary, "Waiting for Superman" (2010), suggests that the American public school system may actually be obstructing education because the public schools continue to promote reform policies that have also been proven not to work. Guggenheim addresses the loss of public school accreditation, severely reduced student enrollment, aging buildings and infrastructure, the lack of employment in the urban core, aging of the property owners in poverty neighborhoods, and loss of culture and neighborhood pride in the "inevitable" deteriorating neighborhoods.

The problem of poverty is not limited to the big cities or the urban core. Rather, it can be observed to varying degrees all over America. The same concerns are creeping into aging suburban schools and neighborhoods. Moreover, they promise to be issues that increase as more affluent populations move away from the older neighborhoods. Current policies and reform efforts have not been seen as effective. Both our schools and our cities are publically rebuked as ineffective. City and school professionals see these criticisms as unfair while they continue with less efficient methods, funding, and search for more effective ideas. The populations remaining in the struggling neighborhoods are labeled as needy, incapable, and unable to solve their problems.

The documentary, “Waiting for Superman,” (Guggenheim, 2010) proposes that the solution can be found in education reformers, charter schools, and great teachers. He projects that these “Supermen”—or great teachers—are the one essential component that can fix the problem. Contrary to Guggenheim, the Grassroots Education Movement (2012) in their documentary, “The Inconvenient Truth Behind Waiting for Superman,” points out that the Charter schools are typically housed in and use public schools dollars for their programs. Further, the Grassroots Education Movement reports that, since the charter schools do not have to admit all children, the populations served tend to be more privileged than those being educated in the poorer neighborhoods. As a result, charter schools do not solve the needs of students in the poverty neighborhoods.

Taking Guggenheim’s solution and projecting the cooperation required for success, it is clear that even “Superman” cannot function without support. Using the original Marvel Comics (1938) character as an historical tool, it is obvious that Superman does not create “truth, justice, and the American way” solely by himself. “Truth, justice, and the American way”, Superman’s major objectives, are, initially, models from his parents and education—his socialization! Much of Superman’s progress is further supported from the city/metropolis. As the “man of steel” solves the problems in the metropolis, he confronts a multitude of problems and utilizes interdisciplinary methods, diverse people, and high technology to successfully solve each new challenge.

Contrary to national and state requirements for accreditation, student academic achievement in our schools cannot be solved by an increase in student test scores alone. Measuring achievement also implies social and political knowledge. Obviously, the question of achievement is bigger than whether scores are higher or lower but also include social issues such as whether all students are really gaining a reasonable or uniform level of education. While this question is political, not administrative, John Dewey (1944), cited by John Ogbu (1994, 2003), James Banks (1992), and including Linda Darling-Hammond and Laura McCloskey (2008), emphasize the promise of a free education in America suggests that “free” and “equal” or “quality” can be seen as synonymous. Moreover, student low performance is not limited to only urban schools. For example, Seymour B. Sarason (1990) documented that diverse classrooms and schools were more likely to have performance issues regardless of students’ economic status. As a result of America’s increasing diversity and deteriorating neighborhoods, the need for partnerships to encourage revitalization and educational reform is growing.

Common solutions can be stifled or hidden by narrow perspectives, hidden agendas, lack of resources, and expectations. Common solutions may suggest that governmental jurisdictions examine a change from emphasizing funding from property taxes to fees/charges that are more transparently redistributive. Conversely, common solutions should be wary of favoring city take-over of the schools, a strong Mayor, or implementation that is obviously counterproductive to economic development/business. An unwillingness to share scarce resources may be an additional stumbling block to solving common problems. The competition over funding and legal concerns in such a competitive environment needs careful examination. On the other hand, logic strongly suggests that continuing down the same road travelled in the past, using the same assumptions and the same players, cannot offer a better outcome for either education or deteriorating neighborhoods!

ACADEMIC PERFORMANCE

Guggenheim (2010) points out the major problems in our public school system are increasing dropout rates with increasing numbers of these students winding up in our prison system, declining enrollments in urban schools and lack of funding, decreasing levels of literacy, inability to compete with other countries, and the development of overconfidence in our unprepared graduates. He concludes that the system itself is broken and that the solutions to the problems lie in charter schools, education reformers and, specifically, the creation of great teachers. A similar conclusion has been supported by the Education Trust (2003). Education Trust found that the teacher was the most important factor in student learning. Like most reformers in the past, Guggenheim, in contrast to others advocating educational reform, limits reform to the educational system per se and can be criticized as ignoring many of the issues that conspire to make significant or real educational reform a reality.

One clear argument against Guggenheim's approach can be found in *The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late?* (Seymour B. Sarason, 1990) which asserts that educational reforms have failed and will continue to fail so long as they continue to assume the answers can be found solely in the classroom and the needed solutions are merely changes needed by individual teachers, who may, indeed, be supermen. Sarason (1990) suggests that the root of the failure of education to create meaningful change is due to educators' presumption that they know how to "solve and manage" learning and, he continues, are failing to recognize that "there is much we (educators) do not know, many problems that are intractable to our efforts, and many individuals we are not reaching or helping" (p. 36). To generalize, this means that educators need a more comprehensive understanding of what it will take to repair our urban public schools. Thus, more research is needed. The city/schools partnership offers a forum for continued research.

NEIGHBORHOOD REVITALIZATION

School districts, in an effort to solve economic and organizational problems, have offered closed or underutilized schools for sale. This has the advantage of placing the properties back on the property-tax rolls and reducing/eliminating maintenance costs to

the district. However, this action has been documented to further deteriorate the neighborhoods when the new owner of the property waits for optimum opportunity to make a profit or wait for optimum conditions to purchase additional property or create a larger, more lucrative, project. Professional developers may see a major street or key boulevard as an attractive size for re-development. Numerous blocks of housing and older commercial development may be cleared or left to decay while the needed land is acquired or the economy makes the development profitable. Meanwhile, the students remaining in the redevelopment neighborhood are bused to schools further away and may find that their ability to participate in regular school activities, time for extra tutoring, and study time is more limited. These students can easily experience additional complications in their ability to meet minimum educational standards. Distinctly different, and generally untapped resources are needed to meet challenges of deteriorating neighborhoods and its resulting problem of neighborhoods occupied by populations that have few resources.

The first resource needed is new, growing businesses. Paul Klugman, 2008 Nobel Prize winner and Princeton Professor of Economics, suggests that the problems that caused the Great Depression have made a comeback primarily due to the failure of regulation enforcement. Additionally, efforts to implement these regulations have not kept up with an out-of-control financial system. He goes on to add that some geographic areas—such as technology—are growing rapidly but that the failure of academic performance in public schools has lowered the industry's ability to find qualified employees. The Mayors at the recent forum were quick to acknowledge and respond to the need of growing technology businesses and looked forward to improving the schools as the solution.

The second group of needed resources is professional practitioners. These consist of urban planners, developers, local governmental, and businesses that call for policies establishing a redistribution of wealth, leveling of the playing field for economics, and a fight against neighborhood decay. *Reinventing cities: Equity planners tell their stories* (Edited by Norman Krumholtz, Pierre Clavel; 1994) suggests that the professional's approach is not isolated and must also include groups that have been marginalized. This

creates a participatory system but also brings up the concern that further marginalizing of the neighborhoods can occur by addressing primarily professional practitioners' concerns without neighborhood input.

Thus, the third resource needed is organized citizen groups combating problems of racism and poverty. Many of these groups express a generalized objective to restore the heart of the neighborhood and bring them back into focus as civic hubs or centers. *Revitalizing Urban Neighborhoods* (Edited by W. Dennis Keating, Norman Krumholtz, Philip Star; 1996) documents success where citizen-based groups have slowed and/or reversed neighborhood decay. The book looks specifically at federal policy impact where crumbling infrastructure, racism, and poverty have already taken hold, leaving low-income renters and property owners without homes. Other experts also support the smaller, neighborhood approach. For example, Elinor Ostrom (2005), Nobel Economic Award winner for 2009, supports smaller geographic revitalization by suggesting that each geographic area already has the capability to solve its own economic issues. The challenge is to find the workable answers.

Interestingly, goal setting using a more holistic goal for urban problems creates the expectation that cooperative efforts may modify the focus of both the city and the school district and encourages solutions for common issues. The inclusive new perspective can be seen as potentially less expensive and as having a more effective probability. In its simplest argument: Good schools cannot thrive in deteriorating neighborhoods and neighborhoods cannot be revitalized without quality schools.

CITY/DISTRICT PARTNERSHIP

An initial goal statement might be summarized as using one of the designated closed or underutilized neighborhood schools as a pilot project to create a neighborhood hub or multi-purpose center, open from 8:00 a.m. until 9:00 p.m., with activities that create new jobs, provide recreation and educational opportunities for all ages, and is empowered to “plant new seeds” for neighborhood revitalization. Part of the new hub will continue as a smaller public school with the explicit goal of upgrading student school

performance. After school tutoring can be added along with special educational programs for both adults and K – 12 students. The rationale for this approach can be justified by documenting that selling the underutilized schools may not serve either the community's or the district's best interests. One major criticism of the sale of the schools is based on the fact that the private sector can purchase the buildings at an attractive price but has been reluctant to put additional money into a project until the likelihood of profit is evident. The vacant buildings, depending upon the time needed for the local economy to turn around, typically lead to further deterioration of the neighborhood. Vandalism, crime, reduced neighborhood income, lack of ability to attract homeowners with school-aged children, and structural age continues to erode any incentive for rehab or re-use.

Additionally, issues surround the sale of the no longer needed schools for a number of reasons including the feeling by many that students left in the neighborhood, already hampered by low standardized test scores and state loss of accreditation, have an additional loss of instructional time. In fact, the entire neighborhood will lose its sense of community, the school district loses both the land and the building for any future revitalization, and commercial development may become dependent on raising the economic demographic by outsourcing existing property owners.

Potential nonprofit purchasers, who have an interest in the community, are typically cash-strapped and have difficulty funding their existing programs in the present economy. Additionally, many nonprofits have a narrowly defined mission statement that limits their ability to both expand their outreach or that limits their ability to raise needed funds from new sources. Collaboration may open financial opportunities currently unavailable to any of the groups that could be effective. For these reasons, the school district should consider collaborative arrangements with multiple goals rather than an outright sale of the closed school buildings. A detailed projection outlining the tenants and functions of a collaborative or partnership, based on the needs of the specific neighborhood, could be organized as follows:

Tenants of the Neighborhood Center or Hub.

- I. **Continued Use of the School(s) by the District.** The schools will continue to use some portion of the school for regular classrooms for existing neighborhood students. Classrooms will be smaller and after school services will be provided for additional study and needed traditional learning. The remaining portion of the neighborhood hub would be populated by businesses and adult-type activities.

- II. **After School Tutoring.** A number of urban schools are being forced to close schools, reduce the number of teachers, and consolidate classrooms. We have already seen that this will result in fewer teachers teaching more students while time needed for individualized instruction will become less available and, if available at all, will be acquired at premium costs. At the same time, development of creative curriculum, lesson plans, and innovative teaching methodologies will also be reduced at least until the “dust” from the downsizing has settled. Moreover, individualized and district-oriented research that identifies more successful teaching approaches will probably not be emphasized while these changes take place.

- III. **Neighborhood Center Facilities.** At minimum, the new neighborhood hub would house the following academic resources, businesses, and services:

- IV. **Wellness/Sports/Geriatric Fitness Classes and Activities for Enjoyment.** The existing gymnasium and auditorium will be used for a number of wellness, sports, fitness, and community activities designed to facilitate community identity, understanding, and cooperation.

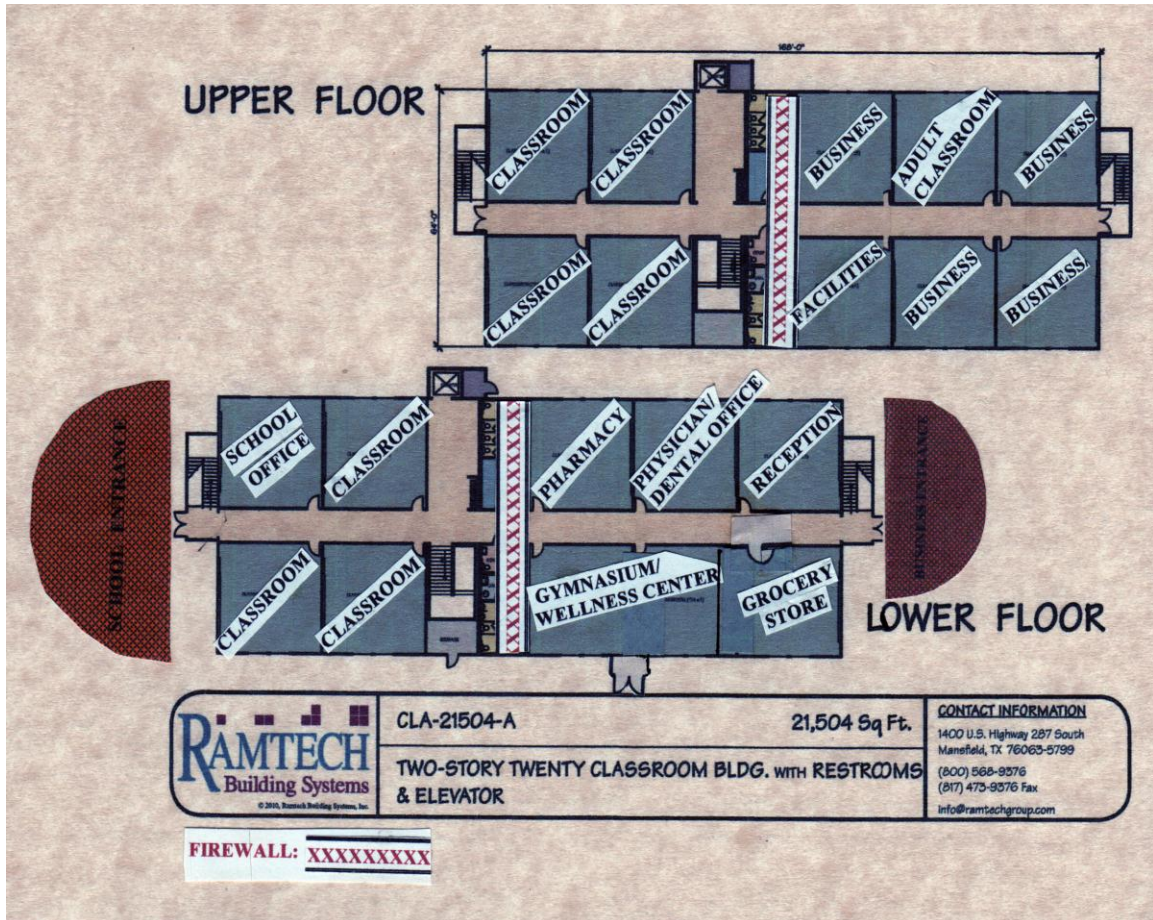
- V. **Convenience-type Grocery Store.** A small grocery offering staples, including milk, eggs, and basic requirements for a well-balanced diet will be offered for sale at reasonable prices for walk-in clients. (Any of the businesses in the multipurpose building can be “stand-alone” structures either at the beginning of the project or as they grow and need additional space for expansion. Part of the rationale includes the assumption that the neighborhood has, or will have, other vacant buildings available for business expansions further enhancing the revitalization efforts of the neighborhood.)

VI. ***Incubators for Small Neighborhood Entrepreneurs.*** Incubators for neighborhood entrepreneurs who have promising ideas will be housed in the multipurpose center. Businesses will be open during regular business hours, offer items for sale, and be supported with a reception area, phone service, and fax. Each business will have its own office approximating the size of one classroom with suitable rehab to the building's original structure.

VII. ***Health Services.*** Dental and Medical offices, including a pharmacy will be located in a designated section of the multipurpose center. Additional services for seniors and special populations will also be encouraged to locate in the new multipurpose center.

VIII. ***Neighborhood Revitalization Services.*** Homes in these neighborhoods are frequently up for sale. Referral and office space will be made available for needed services in the multipurpose center. This can include information, client assistance, and identified needs for the specific neighborhood where the multipurpose center is located.

A simplified architectural drawing of this projected neighborhood hub would be similar to this:



PARTNERSHIPS WITH EXISTING COMMUNITY ORGANIZATIONS.

By joining forces and soliciting funding collaboratively, it is anticipated that tenants and partners will become stronger over time. As tenants become more successful, they will want more space and the redevelopment of the neighborhood is the logical place for this future expansion.

PROJECTED OUTCOMES

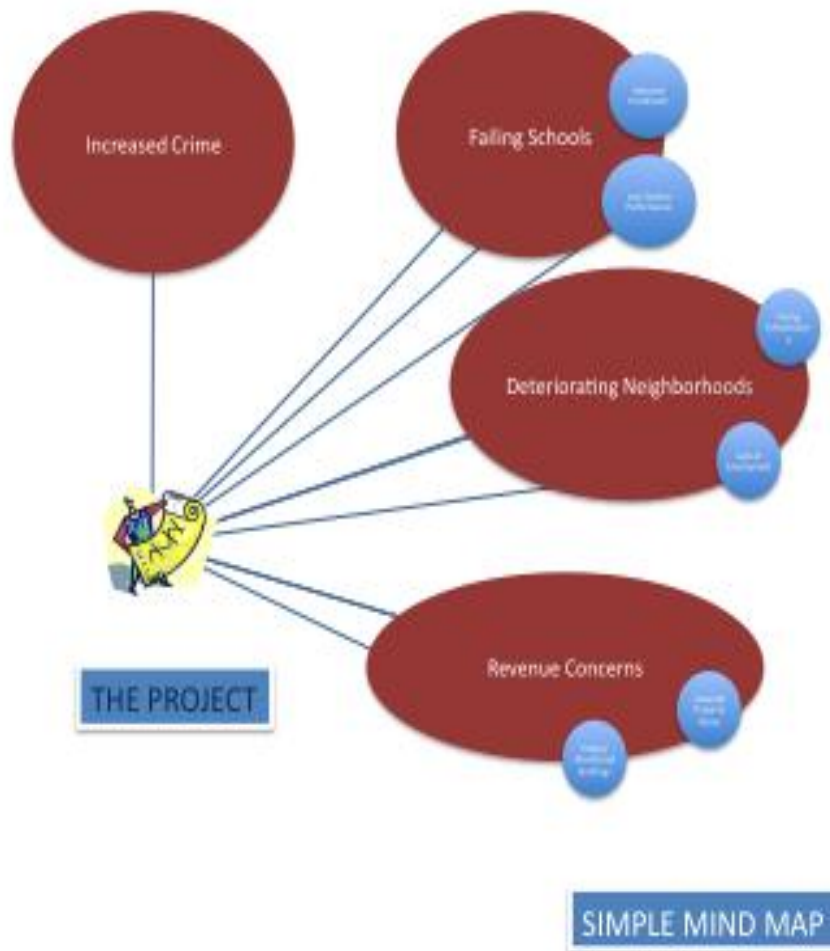
Expected outcomes for the new school are, of course, higher scores on standardized tests by students and more rapidly improving economic revitalization in the target neighborhood.

Educational performance will improve due to a reduced number of students in the classroom, more time in class related activities, and the ability to hire/keep the best

teachers. Additionally, with better education documented, enrollment is likely to increase while parents of students are also able to take advantage of courses designed for their needs. Finally, overhead for upkeep and maintenance of the newly revitalized neighborhood hub will reduce the expenditures required by the school district.

Expected outcomes for the neighborhood include the creation of a bustling neighborhood center from 8:00 a.m. until 9:00 p.m. This will encourage traffic and involvement from outside the neighborhood, new population interest, and bring new revenue into the neighborhood. Additionally, through the adult education component of the new hub, increased opportunity to learn vocational and other business skills needed to meet employment requirements both inside and outside the neighborhood can be created. Moreover, offering entrepreneurial opportunity to increase visibility and promote the success of those living in the neighborhood can generate sales tax and disposable income beneficial to the schools and the city.

Both the city and the school district will see increased revenues from new student enrollment, sales tax, and new/rehab construction. Additionally, overall funding for the project will increase through the creation of collaborative programs. These new and existing programs can be the catalyst for attracting new grants from existing sources and larger state and federal grants and foundations. A basic initial Mind Map for collaboration/partnership with the city and school might look like this:



POPULATIONS EXPECTED TO BENEFIT.

Populations expected to benefit from the change in paradigm would, of course, extend beyond K-12 and into the surrounding areas. An outline of populations expected

to benefit, coupled with additional programs, based on the projection above would include the following populations and programs:

1. Adults
 - Standardized Testing instruction for GED, ACT, SAT, and U.S. Citizenship
 - Students with English as a Second Language
 - Classes for the creation and ongoing requirements of entrepreneurial businesses
2. Tax preparation and financial education.
3. K – 12 Students
 - Tutoring
 - Homework Assistance
 - Sports, Games
 - Parental/Volunteer Training
4. Teachers
5. Teacher Education including specialized methods and district requested courses.
6. Business/ Industry-Retail
5. Labor Skill Education

Neighborhood Hub Program Additions.

Additional new programs expected projected for the new neighborhood hub include but are not limited to the following: Individualized and Small Group Tutoring for K-12 students

- Emphasis on English as a Second Language for K -12 and Adult Populations
- Problem-based and Interdisciplinary learning will be emphasized;
- Creation of teaching methodologies, lesson plans, and supporting technology and equipment;

- High School and Adult Education for standardized tests such as the GED, ACT, PRAXIS for Teacher Certification, and GRE

PROJECT COST AND FUTURE EXPENSE

First year costs are projected to be less than \$250,000 with some or all of construction cost coming from the partners, grants or foundation funding. A projected budget of the initial project costs has been included as under “HOW MUCH?” Costs for renovations to the building for the first year should be minimal if the school is current with existing building codes. By the end of the second year, implementation of the plans will be underway and expenditures for legal, construction materials, programming, architectural, engineering, as well as other needed operational costs will be absorbed by the new funding resources. Expenses after startup can be offset by targeted grants, foundation support, development of neighborhood co-ops and minimum rent for business tenants.

CONCLUSION

The new paradigm suggested by this discussion is to create collaborations initially between the city and the school district and then with other groups and institutions directly involved with equality and economic interests. Essential to the paradigm shift is the concept of small, self-sustaining geographic units that have the capacity to grow over time. Using an essential collaboration between the city and the school district, expected benefits can be outlined as follows:

Summary of Project Benefits.

- Increased performance on standardized tests by students attending neighborhood schools.
- Increased revenues for both the schools and the city.
- Minimizing unused and deteriorating school buildings currently closed or scheduled to close schools due to reduced enrollment.

- Ongoing and continued use of underutilized school buildings by the neighborhood for education with opportunity for expansion of educational use by the school district as the neighborhood is revitalized.
- Increased opportunity for skill/educational needs for non-traditional neighborhood populations.
- Increased entrepreneur/business/service opportunities for revenue-strapped neighborhoods.
- Minimizing overhead/expenditure(s) through collaborative use of already successful programs/funding.
- Increasing funding through collaborative programs.

All students, regardless of social status, culture, race, or even academic standing need to prepare for productive lives. Productive lives require that students have the ability to make sense of the world and that they know how to be successful in their own environment. Specifically, this means the ability to obtain and keep gainful employment and foster community/neighborhood pride. Academically, it means having the capability to make use of increasingly complex information that requires new knowledge and the ability to use higher thinking skills from more than one discipline or resource. The significance of true learning can ultimately be evaluated based not only on the individuals' education but also upon their ability to create options, examine perspectives, and make productive choices from diverse stimuli. In short, the new paradigm shift enhances the ability of discounted populations to function in our ever more complex society. This, after all, has always been the most basic argument for quality public education.

WHEN?

URF would like to begin organizing as soon as preliminary funding can be approved with actual operations beginning with the fall, 2012 School Year. Generally, potential partners who have been approached like the idea and agree the idea has merit. However, without preliminary assurance of funding, stronger agreements are on hold.

HOW MUCH?

URF is requesting \$218,000 for the first year with an option for additional funding, based on progress and accountability, for up to five (5) years thereafter. Renovation and repairs will be negotiated with the partners and will depend upon details of usage and the condition of the underutilized school.

First Year Costs: Project Development

Creation of Funding Plans	Hourly Rate	1 ST Year Maximum
Building Rehabilitation:		
Fitness Center	\$60.00	\$5,000.00
School/Training	\$60.00	\$5,000.00
Retail (3)	\$60.00	\$15,000.00
Health/Medical (4)	\$60.00	\$20,000.00
Entrepreneurial Ventures (5)	\$60.00	\$25,000.00
Information/Referral Office	\$60.00	\$5,000.00
Reception Area	\$60.00	<u>\$5,000.00</u>
Total Building Rehabilitation Plan		\$80,000.00
Program Funding Plans:		
Wellness	\$60.00	\$3,000.00
After School/Teaching Curriculum	\$60.00	\$5,000.00
Research/Publications	\$60.00	\$ -0-
Other Program Funding	\$60.00	<u>\$5,000.00</u>
Total Program Funding Plans		\$13,000.00
Total Instruction/Teacher Education	\$27.60	\$45,000.00

Total Administration/Coordination	\$40.00	\$80,000.00
FIRST YEAR MAXIMUM		\$218,000.00

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