

City Kids City Schools

City Kids, City SchoolsEducational WeeklyCity Schools and City PoliticsThe Educational WeeklyAnnual Report of the Public Schools of the City and County of San Francisco for the School and Fiscal Year Ending ...City Kids, City TeachersThe School JournalNew York School JournalThe Colorado School JournalReport of the Pasadena City SchoolsThe American School Board JournalFunding Public SchoolsGardner v. Van Buren Public Schools; Boyle v. Detroit Board of Education; Bach v. Flint Board of Education, 445 MICH 23 (1994)National Parent-teacher MagazineNewsweekThe Urban AgendaThe American EnterpriseNew YorkChildren's Book Review ServiceGannetteer William Ayers John Portz San Francisco (Calif.). Superintendent of Public Schools William Ayers Aaron Gove Pasadena (Calif.). Board of Education William George Bruce Kenneth K. Wong David Russell Jones Children's Book Review Service

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of the approximately 50 million public school students in the united states more than half are in urban schools a contemporary companion to city kids city teachers reports from the front row this new and timely collection has been compiled by four of the country s most prominent urban educators contributors including sandra cisneros jonathan kozol sapphire and patricia j williams provide some of the best writing on life in city schools and neighborhoods young people and practicing teachers poets and scholars social critics and journalists offer unique takes on topics ranging from culturally relevant teaching and scripted curricula to the criminalization of youth gentrification and the inequities of school funding in the words of sonia nieto city kids city schools challenge s the conventional wisdom of what it means to teach in urban schools

an explanation of why some us cities are better at educational reform than others it relates education to politics showing how the whole village can be mobilized to better educate tomorrow s citizens it is based on an 11 city study of civic capacity and urban education

a collection of essays and memoirs celebrates urban school children and their teachers and seeks to dispel the stereotypical views of teaching in the city

this book examines the fundamental role of politics in funding our public schools and fills a conceptual imbalance in the current literature in school finance and educational policy unlike those who are primarily concerned about cost efficiency kenneth wong specifies how resources are allocated for what purposes at different levels of the government in contrast to those who focus on litigation

as a way to reduce funding gaps he underscores institutional stalemate and the lack of political will to act as important factors that affect legislative deadlock in school finance reform wong defines how politics has sustained various types of rules that affect the allocation of resources at the federal state and local level while these rules have been remarkably stable over the past twenty to thirty years they have often worked at cross purposes by fragmenting policy and constraining the education process at schools with the greatest needs wong s examination is shaped by several questions how do these rules come about what role does politics play in retention of the rules do the federal state and local governments espouse different policies in what ways do these policies operate at cross purposes how do they affect educational opportunities do the policies cohere in ways that promote better and more equitable student outcomes wong concludes that the five types of entrenched rules for resource allocation are rooted in existing governance arrangements and seemingly impervious to partisan shifts interest group pressures and constitutional challenge and because these rules foster policy fragmentation and embody initiatives out of step with the performance based reform agenda of the 1990s the outlook for positive change in public education is uncertain unless fairly radical approaches are employed wong also analyzes four allocative reform models two based on the assumption that existing political structures are unlikely to change and two that seek to empower actors at the school level the two models for systemwide restructuring aimed at intergovernmental coordination and or integrated governance would seek to clarify responsibilities for public education among federal state and local authorities above all integrating political and educational accountability the other two models identified by wong shift control from state and district to the school one based on local leadership and the other based on market forces in discussing the guiding principles of the four models wong takes care to identify both the potential and limitations of each written with a broad policy audience in mind wong s book should appeal to professionals interested in the politics of educational reform and to teachers of courses dealing with educational policy and administration and intergovernmental relations

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