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Contents:

CIVIC CAPACITY AND SCHOOL/COMMUNITY PARTNERSHIPS IN A FRAGMENTED SUBURBAN SETTING: THE CASE OF 24:1

Jan 02, 2013 11:35 pm | TODD SWANSTROM, WILL WINTER, MARGARET SHERRADEN, JESSICA LAKE

ABSTRACT: *This paper uses the "civic capacity" framework to analyze an emerging school–community reform initiative, called 24:1, focused on an inner-ring suburban school district. Contrary to the existing literature on civic capacity, we argue that institutions strongly influence civic capacity building. A fragmented public sector and weak institutions of civil society, especially when combined with racial divisions and poverty, restrict the ability of local actors to collaborate among themselves and partner with outside institutions. Despite these daunting challenges, 24:1, led by a local nonprofit*

with a long history in the area and a school district with dynamic new leadership, has mobilized a diverse coalition of stakeholders and built consensus around a comprehensive plan for revitalization. But stronger indigenous institutions, as well as greater support from the business community, will be needed to sustain the initiative.
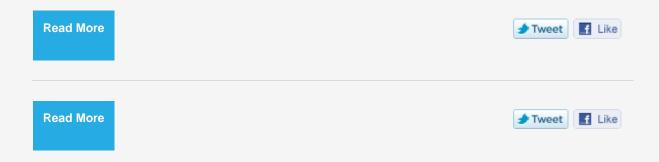
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CLOSING AND OPENING SCHOOLS: THE ASSOCIATION BETWEEN NEIGHBORHOOD CHARACTERISTICS AND THE LOCATION OF NEW EDUCATIONAL OPPORTUNITIES IN A LARGE URBAN DISTRICT

Jan 02, 2013 11:35 pm | JULIA BURDICK-WILL, MICERE KEELS, TODD SCHUBLE

ABSTRACT: *New charter schools can potentially provide disenfranchised students with enhanced academic opportunities while simultaneously serving as neighborhood anchors that reinforce neighborhood socioeconomic growth. However, for both of these arguments to be true, charter schools would have to replace low-performing public schools in currently disadvantaged, but revitalizing, neighborhoods. Using data from the Chicago Public Schools, the Common Core, and the Census, we examine the neighborhood and school-level factors that account for where elementary schools closed and opened in Chicago during the late 1990s and 2000s. We find that schools in disadvantaged neighborhoods were more likely to close, but only because these were also underperforming and under-enrolled schools. After controlling for educational demand, new schools were more likely to open in neighborhoods that showed signs of socioeconomic revitalization and declining proportions of white residents.*

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FROM TOXIC TOURS TO GROWING THE GRASSROOTS: TENSIONS IN CRITICAL PEDAGOGY AND COMMUNITY DEVELOPMENT

Jan 02, 2013 11:30 pm | CELINA SU, ISABELLE JAGNINSKI

ABSTRACT: *Structural inequalities in American public education are inextricably tied to deep-seated patterns of racial and economic segregation. Children in poor neighborhoods are less likely to have the household resources, neighborhood institutions, or school amenities necessary for a good, challenging education. In response, a growing number of organizations have launched initiatives to simultaneously revitalize neighborhoods and improve public education, emphasizing youth participation as an essential component in their efforts. We draw upon ethnographic data from two such organizations to examine their practice of place-based critical pedagogy in community development. We focus on how they engage marginalized, "hard-to-reach" youth via (1) experiential learning, to counter high-stakes testing models and cultivate a sense of ownership in the local community, and (2) empowered deliberative action, in contextualized ways. The tensions embedded in these organizations' complex efforts have implications for other groups of marginalized youth engaged in community development, especially in their attempts to help students gain concrete outcomes in community development and achieve long-term sustainability.*

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LINKING CHARTER SCHOOL EMERGENCE TO URBAN REVITALIZATION AND GENTRIFICATION: A SOCIO-SPATIAL ANALYSIS OF THREE CITIES

Jan 02, 2013 11:30 pm | TOMEKA DAVIS, DEIRDRE OAKLEY

ABSTRACT: The link between neighborhood quality and school quality is long-standing and well established. Over the last two decades there have been several federally sponsored initiatives aimed at revitalizing the urban core; initiatives that emerged around the same time as charter schools. Despite the changing urban context that has occurred alongside charter school emergence, little research has addressed the link between urban revitalization efforts and charter school emergence. Using three cities that have experienced massive urban core revitalization and metropolitan growth since the early 1990s (Atlanta, Chicago, and Philadelphia), we examine whether demographic changes resulting from urban revitalization and gentrification are associated with the opening of a charter school. Our findings illustrate a somewhat mixed account. We find some evidence to support this link in Chicago and Philadelphia, whereas we find little support for it in Atlanta.

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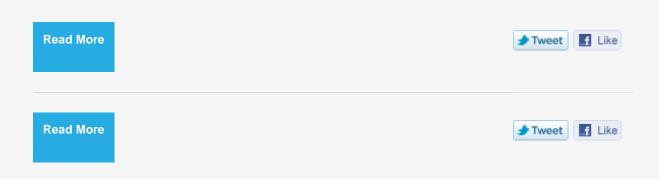## POVERTY, POLITICS, AND A "CIRCLE OF PROMISE": HOLISTIC EDUCATION POLICY IN BOSTON AND THE CHALLENGE OF INSTITUTIONAL ENTRENCHMENT

Jan 02, 2013 11:30 pm | JEREMY R. LEVINE, WILLIAM JULIUS WILSON

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ABSTRACT: *Cash-strapped municipalities throughout the United States are increasingly proposing innovative education policies linking school-based reforms with neighborhood-level interventions. Boston is one such city. In this paper, we describe, analyze, and critique the City of Boston's "Circle of Promise" initiative, a holistic education policy designed to coordinate school reforms with local community-based organizational resources. We link our discussion of challenges and critiques with the term "institutional entrenchment," referring to institutional barriers to successful urban policies and the defense of the status quo. We conclude with suggestions for future policy to overcome the impediments of institutional entrenchment, and by extension, improve educational opportunities for students in underperforming urban schools.*
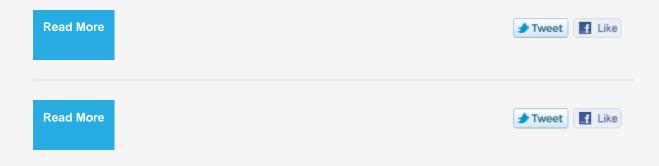
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PROGRESSIVE AND SUSTAINED SCHOOL REFORMS: FRAMING AND COALITION BUILDING IN SWISS CITIES

Jan 02, 2013 11:30 pm | PHILIPPE KOCH

ABSTRACT: *Urban politics in the early 21st century is structured by conflicts over social cohesion and economic competitiveness. Education policy takes center stage in this struggle as schools are institutions of both social and economic reproduction. I draw on arguments of urban regime and policy frame analysis to examine the politics of urban school reform in two Swiss cities. Empirically, I analyze neighborhood-embedded bottom-up school reforms committed to social cohesion. The paths these reforms eventually take were shaped by different coalitions geared around specific school policy frames. Frames indeed play a crucial role in building a coalition toward progressive school reforms. In addition, their sustainability in a political environment, increasingly shifting toward development policies, hinges on the dominant frame underlying the reforms as well as the properties of the network advancing them.*

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MailChimp

Phone number:
Urban Affairs Association
(414) 229-3025

Mailing address:

Urban Affairs Association

University of Wisconsin-Milwaukee

P.O. Box 413

Milwaukee, WI 53201-0413