

Chart I

Clarence Stone's Characteristics of Civic Capacity Policy

Characteristics	Evidence
1. Establish human agency: get some one with a vision of the bigger picture to step forward to say "We have a problem."	
2. Skillfully frame the problem with a sense of urgency.	<p>"With her background, Navarro had a clear vision of the need to combine standards reform with the aim of closing the achievement gap." (p. 10)</p> <p>"For action to take place, someone needed to identify a crisis and frame it as a specific problem in need of urgent action." (p.12)</p> <p>"Skillful framing is thus one important step – identifying a problem broad enough to address concerns of a wide cross section of civic and other community actors, while being specific and detailed enough to show that action could make a difference." (p.12)</p> <p>"A mix of racial discord and public cynicism gave Boston's school system an unpromising heritage to overcome." (p. 13)</p> <p>"...Boston's business sector 'recognized its growing need to have a literate and reliable workforce in an emerging high tech economy.'" (p.14)</p>
3. Recognize that inequalities represent more than individual effort	<p>"With a national movement under way, communities were in a better position to breach the political insulation of schools from external scrutiny and establish education as problem that could be tackled as a local issue of wide civic importance." (p.7)</p>
4. Enlist star power (known individual leader) to lead systemic reform	<p>"Costella had a reputation as an innovator, and by hiring her, this rural county showed its willingness to pursue a new path to school reform (Kent). (p.7)</p> <p>"It made a difference that the president of UTEP was not only of head of a major institution in the city, but also someone of stature, widely recognized for her leadership and accomplishment." (p.12)</p>
5. Mobilize allies. Engage the central pillars of institutional powers. Recruit actors with high civic standing/ social	<p>"El Paso's route to school reform involved significant interaction among people possessing important institutional bases."</p>

<p>capital.</p>	<p>(p. 9)          “President Natalicio agreed to base an initiative at UTEP, and Navarro was named executive director. The Collaborative thus became an autonomous unit on the UTEP campus, headed by a broadly representative board with President Natalicio as chair. Joining her on board were Sister Maribeth Larkin ... major local-government officials..., and key education figures.”          (p.10)          “The launching of the Collaborative (Kent) coincided with a state mandate for site based management and the initial effort of the Collaborative was to encourage teachers, administrators and parents to work together at the school level to develop a team approach.” (p.11)          “The Collaborative and its goals of systemic reform have been backed by major centers of institutional power in the community.” (p. 12)          “Judge Garity played a key role, not only in bringing about a desegregation plan and ending the impasse, but he also helped spur the process of building civic capacity by pressuring businesses, higher education institutions, community organizations, and parents to become more involved.” (p. 14)          “Clearly mayoral leadership has become a keystone in sustaining and enlarging the move to reform public education in Boston.” (p. 15)          “Both the Collaborative’s Board and the Education Summit in 2000 brought educators and business people together around the unifying theme of public education’s contributions to economic development and equity.” (p.22)</p>
<p>6. Carefully orchestrate implementation of detailed plan by out-of-the-ordinary process.</p>	<p>“Developing civic capacity is not a matter of simply bringing key factors into alignment. It is a dynamic process that, at any given time, can go break down.” (p.13)          “Children Achieving was a comprehensive approach aimed at reforming the system around the twin aims of achievement and</p>

	equity, very much in line with the aims identified in Kent County, El Paso, and Boston.” (p.18)
7. Engage schools, parents, communities in multi-sector coalition of collaborative uncommon efforts.	“These PTO mothers made schools (Houston) successful.” (p.3)
8. Use multiple indicators to track progress.	<p>“Academic achievement is clearly recognized as a priority and superintendent Payzant uses his focus on Children Initiative to push for comprehensive reform with a special concentration on literacy, home reading, math and measurable gains.” (p. 16)</p> <p>“Ongoing assessments and accountability, professional development, and, at least rhetoric, parent and community engagement were important elements, again closely similar to the three communities described above.” (p. 18)</p>
9. Decentralize control/ distribute leadership with new people who are valuable team members	
10. Engage frontline educators and an ethos of professional pride	<p>“...an education intermediary, the El Paso Collaborative for Academic Excellence, housed on the campus of and supported by the University of Texas El Paso (UTEP).” (p.10)</p> <p>“The superintendent was skillful in introducing new ideas and exposing Kent County educators to a wider world of practice. She paid especially close attention to frontline educators.” (p.21)</p>
11. Seek and apply special funds, extra resources (competency, social capital, human resources) in a focused manner	<p>“...the multifaceted approach pursued in Kent required substantial external funds. It was not done in the confines of the ordinary budget.” (p.9)</p> <p>“Business funding, notably by the Bank of Boston, helped initiate a public education fund – the Boston Plan.” (p. 14)</p> <p>“Extra resources have come through a ten million Annenberg Grant matched by twelve million from the private sector and ten million from the public sector.” (p.16)</p> <p>“That reform was also backed by business, it received a \$13 million grant from the Pew Charitable Trusts as well.” (p. 18)</p>

	“Drawing on his experience in Kentucky
12. Emphasize relationship building and shared understanding	“The board meets on a regular basis and deliberates about priorities, it also serves as a means for socializing newcomers whether they be school superintendents, the lead organizer for EPISO, chamber of commerce presidents, or a new head for the community college.” (p. 12)
13. Maintain continuous engagement and sustained momentum	
14. Nurture parental engagement and citizen development	“Nevertheless there is criticism that the school committee is not as attuned as it should be to the city’s grassroots groups and to the African American community particularly.”
15. Link to the neighborhood centers	“The schools work with city’s public health commission to offer services through school based and community health clinics. The mayor has made after school programs a major initiative, and the city has also assisted community based organizations to expand pre-K programs.” (p.16)
16. Find a way to influence/ shape peer group cultures (youth, other)	
17. Make connections to everyday life	
18. Establish accountability through credibility	“The Collaborative conducts several kinds of professional development and, again parallel to Kent county, uses as one approach the development of a small cadre of teacher leaders who go back to work with their colleagues in their home schools but also maintain a wider network within the area.” (p.11)
19. Create a dedicated intermediary organization as an anchor	