



Premise #1



Social Capital

Engaging Communities and Families to Create a Culture of Learning

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School of Social Work
University of Minnesota

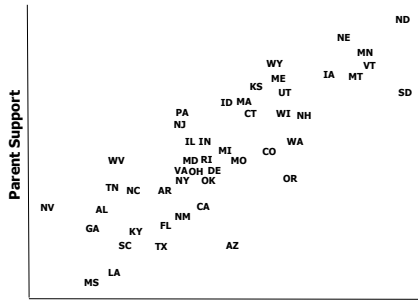
Center for Advanced Studies in Child Welfare
Saint Paul, Minnesota
October 21, 2009

- A culture of learning is the foundation for educational success
- Not school centered but community & family centered learning

Learning Dreams: Dr. Jerome Stein



Parental Support and Social Capital

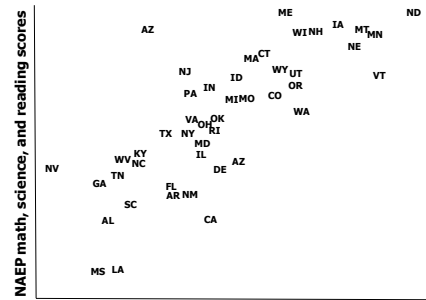


From Community-Based Social Capital and Educational Performance, Robert Putnam in Making Good Citizens: Education and Civil Society, ed. by Revtich, 2001

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School Achievement and Social Capital

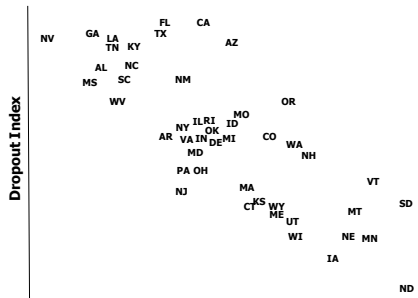


From Community-Based Social Capital and Educational Performance, Robert Putnam in Making Good Citizens: Education and Civil Society, ed. by Revtich, 2001

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Dropout Rates and Social Capital



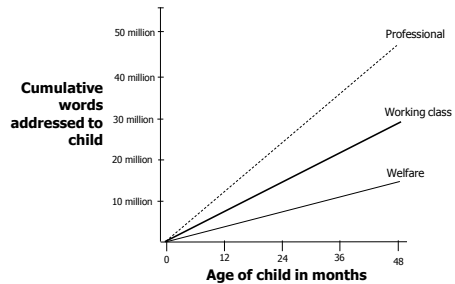
From Community-Based Social Capital and Educational Performance, Robert Putnam in Making Good Citizens: Education and Civil Society, ed. by Revtich, 2001

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The Early Catastrophe

Number Words Addressed to Children



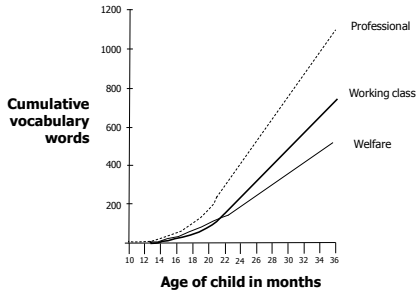
From Hart, Betty & Risley, Todd The Early Catastrophe, American Educator, Spring 2003.

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The Early Catastrophe

Children's Vocabulary Across Income Groups



From Hart, Betty & Risley, Todd *The Early Catastrophe*, American Educator, Spring 2003.

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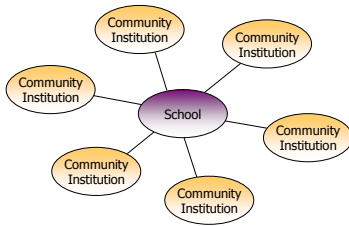


Premise #2

- A culture of learning is the foundation for educational success
- Not school centered learning, but community and family centered



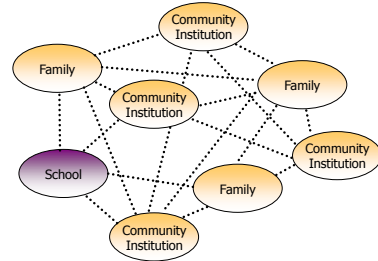
School Centered Approach to Education



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Community-Based Approach to Learning

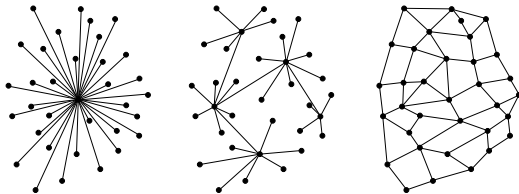


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Social Capital Networks

Institution Centered → Community-Centered



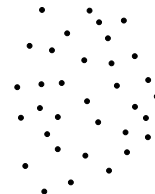
Based on Paul Baran, *Introduction to Distributed Communications Networks*, RM-3420-PR.

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Social Capital Networks

What you can't see makes all the difference



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The problem of the last mile



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The problem of the last inch

- British power adapter



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1. Master Community Builders are:

- Non-bureaucratic in approach
- Pragmatic and effective
- Willing to share power
- Extremely flexible with respect to curriculum
- Very good at working with wide system structures

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2. Master Community Builders:

- Are entrepreneurial toward money, ideas, and materials
- See community building and commitment to diversity as indistinguishable
- Are not afraid to take controversial stand
- See community building as creating a frame for understanding youth and developing youth programming that is creative, positive, and resourceful

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3. Master Community Builders:

- Have worked on their own, without support from system
- Believe that organizations can and should learn how to support community builders
- Have ideas for how to support community builders—including special training, mentoring, and apprenticeships

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New Practitioners

- Collaborative stance
- Accept uncertainty
- Commitment to involvement
- Establish trust
- Very pragmatic
- Push boundaries of job descriptions
- Spiritual approach

From Schorr, L. *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*, 1997.

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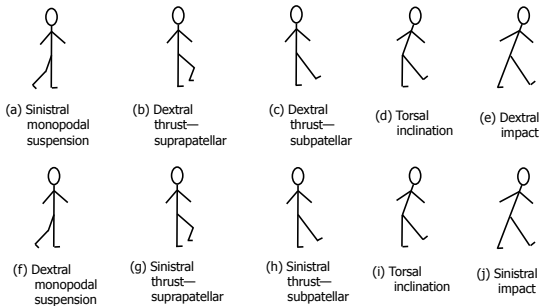
Being Local

- Being local takes time
- Communicate face-to-face
- Respond effectively to problems
- Be specific and situational

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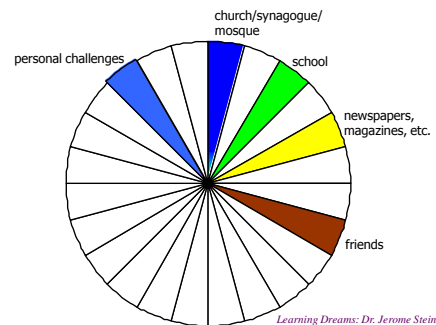
Teaching Johnny to Walk



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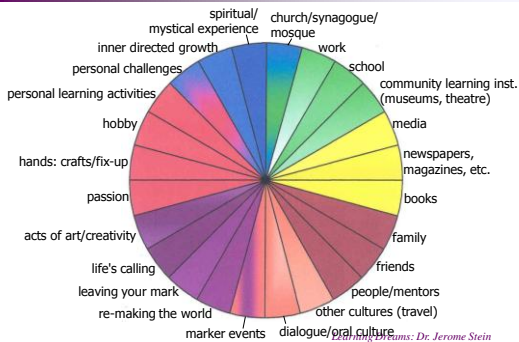
Configuration of Learning: Tiffany



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Configuration of Learning



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Pilot Project Outcomes

- Parents did participate in learning
- Local institutional responsiveness
- Zero truancy in local school
- 100% parent involvement in school
- Rise in test scores
- Not a formal research/evaluation design

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Lessons Learned

- All people are able to learn
- New local educator model crucial
- Two-way partnership on learning
- Place + time = significant outcomes
- Educational organizing vs. community organizing
- Learning Dreams has proven adaptable to diverse cultures

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Research Design

- Track changes in the parents' learning networks over time
- Does increased parent learning improve family social capital?
- Does increased parent learning lead to improved school outcomes for children?

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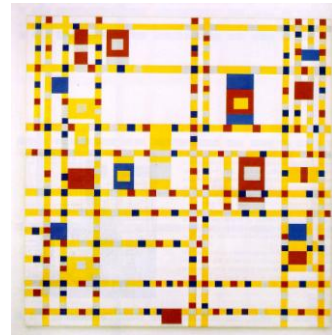
Anticipated Outcomes

- Increased parent & child participation in learning
- Better school outcomes
- Increased social capital
- Increased community capacity to support learning
- Increased participation by other members of the community in learning

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Broadway Boogie Woogie by Mondrian



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Components of Comprehensive Social Capital Index

	Correlation with index
Measures of community organizational life	
Served on committee of some local organization in last year	0.89
Served as officer of some club or organization in last year	0.84
Mean number of club meetings attended in last year	0.75
Mean number of group memberships	0.72
Measures of engagement in public affairs	
Turnout in presidential elections, 1988 and 1992	0.83
Attended public meeting on town or school affairs in last year	0.75
Measures of community volunteerism	
Number of nonprofit (501c3) organizations per 1,000 population, 1989	0.80
Mean number of times worked on community project in last year	0.63
Mean number of times did volunteer work in last year	0.63
Measures of informal sociability	
Agree that "I spend a lot of time visiting friends"	0.71
Mean number of times entertained at home in last year	0.67
Measures of social trust	
Agree that "Most people can be trusted"	0.88
Agree that "Most people are honest"	0.82

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Social Capital Index: Components 1

Measures of community organizational life	Correlation with index
Served on committee of some local organization in last year	0.89
Served as officer of some club or organization in last year	0.84
Mean number of club meetings attended in last year	0.75
Mean number of group memberships	0.72

From *Making Good Citizens*, ed. Ravitch, D. and Viteritti, J. Chapter 3- Community-Based Social Capital and Educational Performance by Putnam, Robert.

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Social Capital Index: Components 2

Measures of engagement in public affairs	Correlation with index
Turnout in presidential elections, 1988 and 1992	0.83
Attended public meeting on town or school affairs in last year	0.75

From *Making Good Citizens*, ed. Ravitch, D. and Viteritti, J. Chapter 3- Community-Based Social Capital and Educational Performance by Putnam, Robert. *Learning Dreams: Dr. Jerome Stein*



Social Capital Index: Components 3

Measures of community volunteerism	Correlation with index
Number of nonprofit (501c3) organizations per 1,000 population, 1989	0.80
Mean number of times worked on community project in last year	0.63
Mean number of times did volunteer work in last year	0.63

From *Making Good Citizens*, ed. Ravitch, D. and Viteritti, J. Chapter 3- Community-Based Social Capital and Educational Performance by Putnam, Robert. *Learning Dreams: Dr. Jerome Stein*



Social Capital Index: Components 4

Measures of informal sociability	Correlation with index
Agree that "I spend a lot of time visiting friends"	0.71
Mean number of times entertained at home in last year	0.67

From *Making Good Citizens*, ed. Ravitch, D. and Viteritti, J. Chapter 3- Community-Based Social Capital and Educational Performance by Putnam, Robert. *Learning Dreams: Dr. Jerome Stein*



Social Capital Index: Components 5

Measures of social trust	Correlation with index
Agree that "Most people can be trusted"	0.88
Agree that "Most people are honest"	0.82

From *Making Good Citizens*, ed. Ravitch, D. and Viteritti, J. Chapter 3- Community-Based Social Capital and Educational Performance by Putnam, Robert. *Learning Dreams: Dr. Jerome Stein*