Educational Justice and College for All
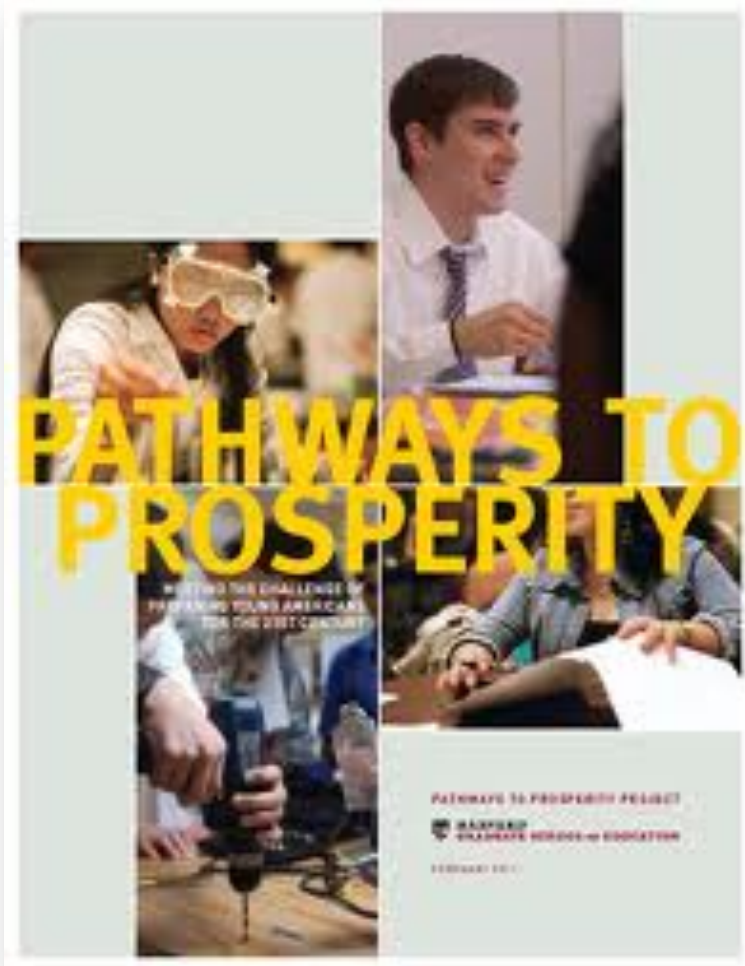## New Reforms, An Old Dilemma, and An "Obvious" Solution

College for all? College-readiness for all!

Questioning the Wisdom of "College for All"

Critiques of the American High School

- Standards are too low
- Simply boring
- Dropout factories
- Graduates are not prepared for either college or career

**Harvard
Graduate School of
Education
2011**

The Reaction

"Every single time we create multiple tracks, we always send disproportionate numbers of poor kids and kids of color down the lesser one."

Kati Haycock
The Education Trust

"To say we've tried this and it failed seems a bit premature, like snatching defeat from the jaws of victory."

Michael Cohen
Achieve

An Old Dilemma:
What to do about diversity?

"Until very recently *the schools* have offered equal opportunity for all to receive *one kind* of education, but what will make them democratic is to provide opportunity for all to receive education as will fit them *equally well* for their particular life work."

<div align="right">

Superintendent, Boston Schools, 1908

</div>

"Our city schools will soon be forced to give up the exceedingly democratic idea that all are equal, and our society devoid of classes . . . and to begin a specialization of educational effort among many lines in an attempt to adapt the school to the needs of these many classes . . ."

<div align="right">

Elwood Cubberly, 1909

</div>

An Old Resolution:
What to do about diversity?

Linking the school's need for a differentiated curriculum with industry's needs for trained workers

Not everyone agreed:

"I am utterly opposed to giving the power of social predestination, by means of narrow trade-training, to any group of fallible men no matter how well-intentioned they may be."
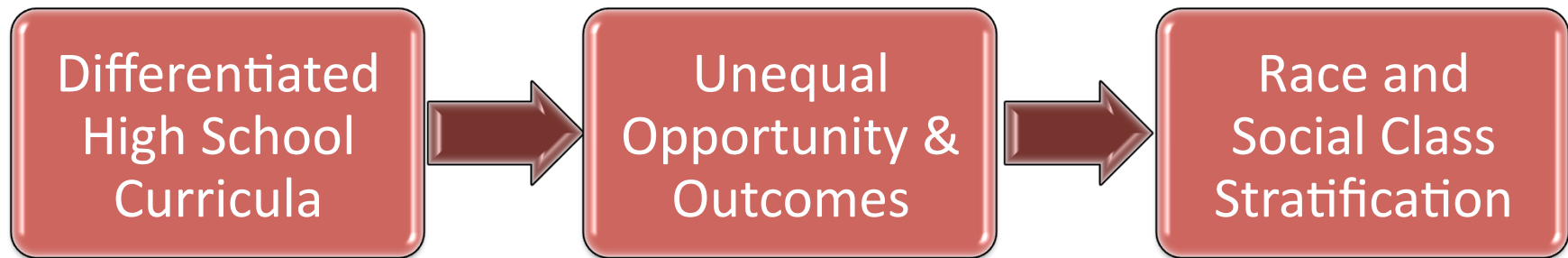
John Dewey, 1915

Evidence-based practice

"Their dullness seems to be racial . . . Children of this group should be segregated in special classes . . . . They cannot master abstractions, but they can often be made efficient workers."

Lewis Terman, 1923

The Result?
Exactly what was designed

Differentiated High School Curricula → **Unequal Opportunity & Outcomes** → **Race and Social Class Stratification**

College prep for all was a huge victory

An Alternative Approach to
preparing ALL for BOTH college <u>AND</u> career

# Features of Linked Learning

- 4 core components
  - College preparatory academics
  - Challenging professional/technical/applied studies
  - Rigorous field-based experiences that contextualize learning
  - Flexible time and support to accommodate differences in academic readiness

Propositions Underlying Linked Learning:

- Learning _both_ academic and technical knowledge is enhanced when the two are integrated and contextualized in authentic situations

- Connecting academics to real-world contexts promotes student interest and engagement

- Students who gain both college and career preparation stand the best chance of leaving high school with a solid start toward a middle-class life

Example: San Diego City Schools
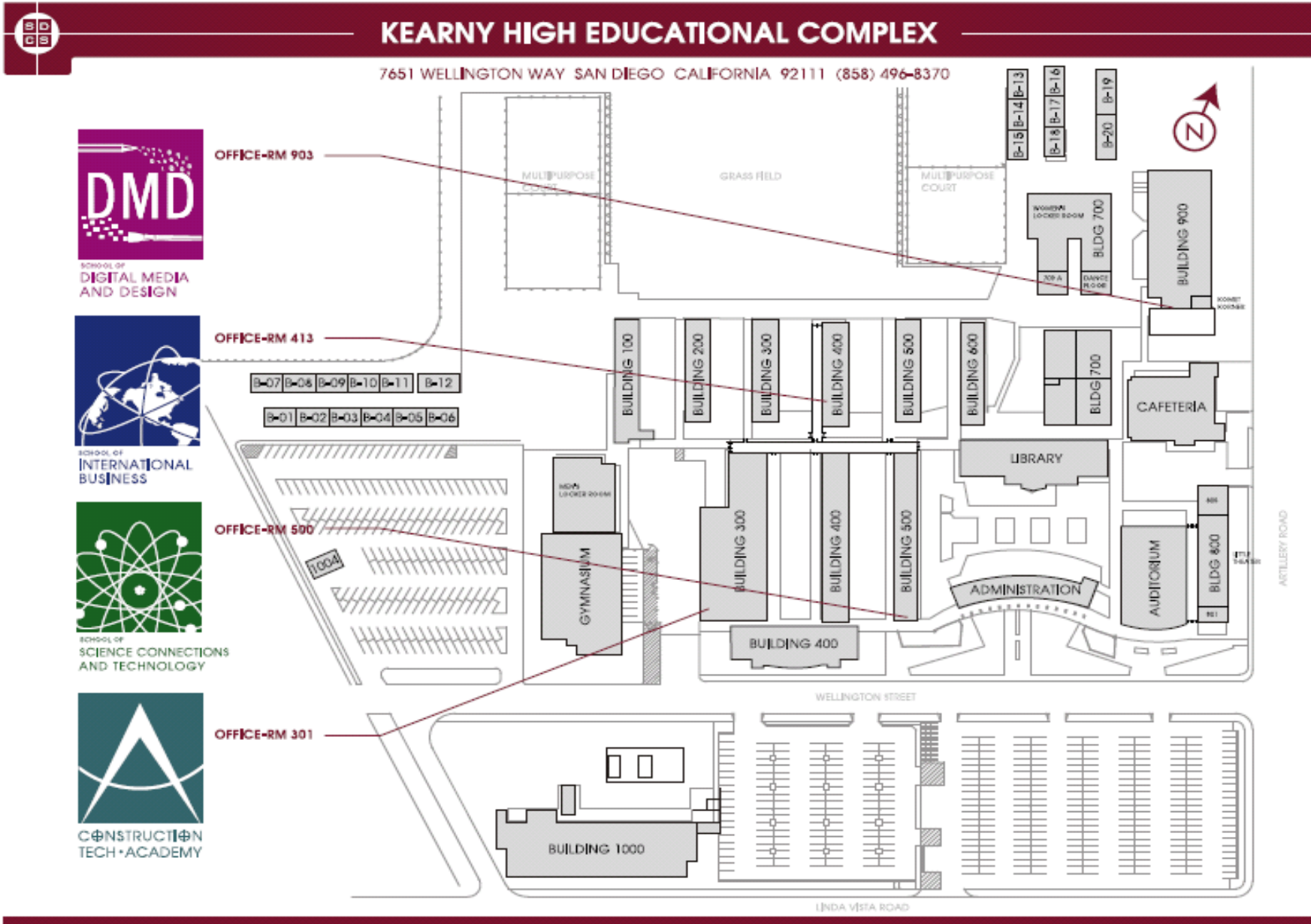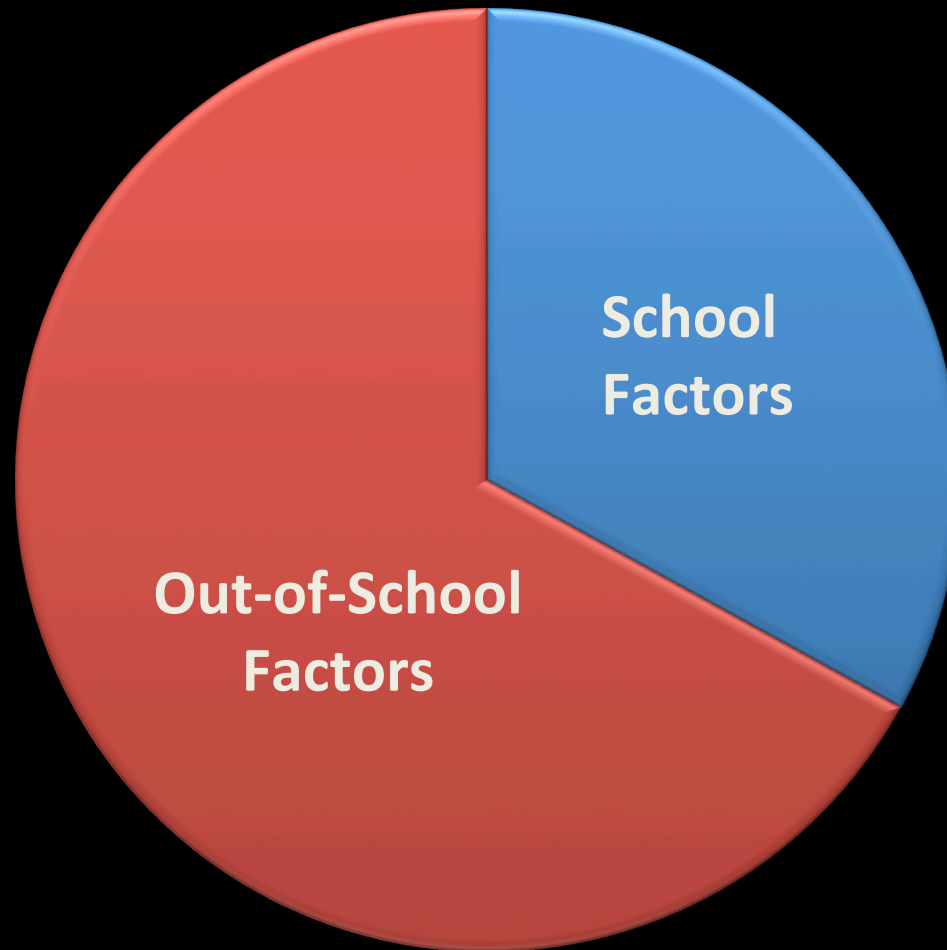
California leads the nation

in ideas at least . . . .

Challenges

There's just not enough time . . .

An "Obvious" Solution

Provide more and better learning time in neighborhoods of concentrated poverty

Impact of school and out-of school factors on student achievement

Esteban Torres High School
East Los Angeles

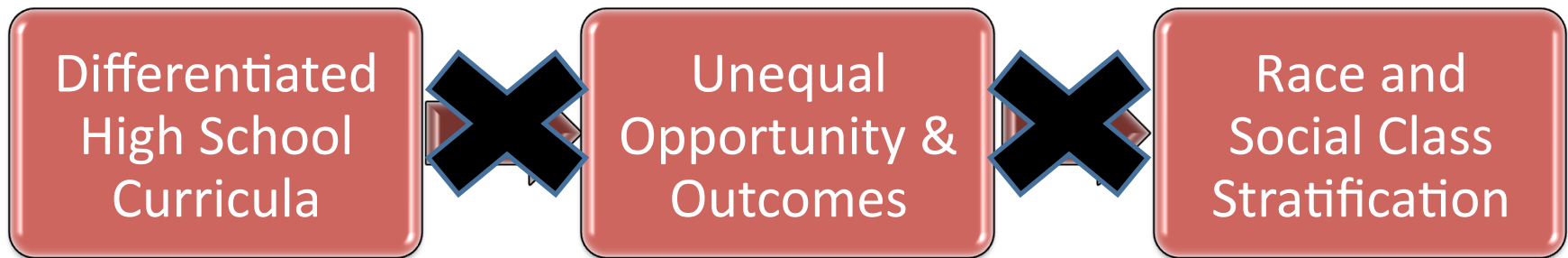# 5 Small Schools

- East Los Angeles Performing Arts Academy
- Engineering and Technology Academy
- Humanitas Academy of Art and Technology
- Renaissance Academy
- Social Justice Leadership Academy

The Desired Result

Differentiated High School Curricula ✖ Unequal Opportunity & Outcomes ✖ Race and Social Class Stratification

Do we have the will?