Kettering Foundation Website Addition Mockups

HOME PAGE

added navigation

LANDING PAGE

introduction

links and previews of each
workgroup resource page
(depending on amount anticipated,
we can have a “see more” button
which will load more after initial 12-15 are displayed, or multiple pages
can be clicked to see more)
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**RESOURCE PAGE**

### Citizens In Public Education: An Overview

Young people are educated through experiences that occur both inside and outside of schools. Kettering Foundation research has shown that the educational capacity of a community is defined by the ability to pay the valence of educational resources to work in complementary ways.

One time, education has become widely seen as the singular responsibility of schools and professionals. Critical roles citizens play- and need to play- often go unrecognized by professionals and policymakers. As education has become a challenge, the new school educational assets in communities have longed for the training and forming of public citizens about issues that affect the education of youth. Professional educators have detached the governance of schools from governance of the school-to-school activities that critically affect educational outcomes. While non-school activities remain on educational face, they are not subjected to citizen citizen judgment and innovation.

### Educational Citizenship

The resulting lack of educational citizenship — the shared sense that communities of people have the responsibility and power to shape the education of their youth — weakens educational outcomes and renounces public confidence in school institutions. It also weakens the popular sense of the democratic capacity to shape the future of children which is a fundamental threat to democracy itself.

### An Integrated Approach

To counter these trends, school administrators, boards, and civic organizations have undertaken many initiatives to forge stronger connections between schools and community members and organizations. But this community engagement approach positions schools as separate from the community. What it instead, people thought about schools as being part of a whole, among many others, necessary to the education of students? Similarly, what people thought about community as a series of interactions among all sorts of people and organizations and as all sorts of potentially constructive resources (including, but not limited to), schools that can contribute to the education of youth?

Looking at education this way the challenge lies not so much in how the schools might engage citizens, but in how the people, organizations, and institutions in a community can engage each other around the shared goal of educating young people. How can this be a community resource — governance agencies, nonprofit business, civic leaders, public action, and educational institutions such as public schools — be recognized and affirmed in the community?

This webpage provides stories, ideas, and resources that help citizens explore this notion that school issues must be recognized as community issues, clarity explicating a wide range of people and organizations as important in producing change. That is, from the Kettering Foundation interest in studying ways that citizens can develop a stronger hand in determining the future of their community, and the interest in experiments that change how to approach education from being only school-centered to see that the citizenship of the community as action, we want to learn from organizations that are remaining and reframing issues that have typically implicit schools and professionals as the sole implied actors to one that, instead, implicates a wide range of actors/organizations.

### How We Talk, and What We Talk About: Matters

How do the people, organization, and institutions in a community come to recognize their shared responsibility for education? How do they make the existing actors that affect education more complementary and identify new opportunities?

Kettering’s research suggests that the quality of community interaction topics lies in unblocking these capacities. How issues are given to issues and how these issues are framed makes a big difference in whether citizens see themselves as actors rather than consumers of services. Citizens who are interested, powerful, and capable of making actors can work together with citizens on the shared challenge of educating young people.

In other words, how we talk together is how we talk about, and what we are able to do, make a big difference. The following stories from Kettering Foundation research illustrate this idea.

### Six Old Community-Restricted Shared Courses over Two Years (Progress)

Pulaski, Colorado was embroiled in controversy after the school district received a $3 million health education grant that included some changes to the district’s education curriculum. Fierce disagreements about sex education within the community not only to the recession of the grant, but also to a highly public disagreement. Locality focused community dialogues designed to explore citizens’ concerns revealed that many did not think that, for all the
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Related Research

Democratic Practices

These are not stand-alone techniques. These practices operate in parallel and simultaneously with one another. Communities employ these practices in various and complex ways, without any pre-determined order—they are ongoing, perpetually interconnected, and ever evolving. Democratic practices are a part of ordinary routines of communities when people work together to address shared problems, even when they disagree. It is through these practices that school issues can be voiced and framed as community issues, thereby implicating citizens as responsible for evaluation.

Read more about Democratic Practices

Resources for Exploring Democratic Practices and Public Life

- The Ecology of Democracy: Finding Ways to Have a Stronger Voice in a More Fragile World
- Doing Democracy: How a Network of Grassroots Organizations Is Transforming America
- Doing Democracy: How a Network of Grassroots Organizations Is Transforming America
- Encourage constant COLLECTIVE LEARNING to keep the actions going
- ORGANIZE ACTIONS in a complementary fashion
- IDENTIFY RESOURCES that are available—even intangible ones like enthusiasm and commitment
- FRAME ISSUES so that a range of options are considered and the trade-offs required are evident
- MAKE DECISIONS DELIBERATELY, which means weighting the trade-offs, to turn hasty judgments into sound judgment
- Identify or NAME THE ISSUES facing them in their own terms, that is, in terms of what is most valuable to them
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**Name and Framing Education Issues from a Public Perspective**

How issues related to schools and education are identified, described, and considered can make an essential difference in whether there is a shared sense of responsibility for education, and then a recognition that a wide range of assets in the community could be engaged in the education of youth in complementary ways. Naming and framing education issues can be done in a way that suggests who people really care about and helps ensure the shared responsibility that people, organizations, and institutions in a community feel for educating young people.

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Two column and one column layout to allow for large focal image

Large lead in image

3 column layout for supporting images

feed of publications, periodical articles, videos, infographics, links to blog posts, links to external websites, and/or original PDFs

School & Community Issues

Kettering’s research is different from most other research organizations, both in method and in output. We don’t conduct controlled experiments on a community. We work with members of a community (or communities) and help them to solve a problem out of their own self-interest. We both benefit from what we are learning, and both benefit.

Citizens in Public Education: An Overview

Young people are educated through experiences that occur both inside and outside of schools. Kettering Foundation research has shown that the educational capacity of a community is defined by the ability to put the leverage of educational resources to work in complementary ways.

Online education has become widely used as the non-school educational assets have largely disappeared from the realm of public policy. How do we measure what schools are and how they are doing? How do we measure whether citizens see themselves as action-oriented learners or consumers of services? How do we measure what citizens see as their role in education?

How We Talk, and What We Talk About, Matters

How do the people, organizations, and institutions in a community come to recognize their shared responsibility for education? How do they make the existing actions that affect education more complementary and identify new opportunities?

Kettering’s research suggests that the quality of community interactions tells a story about the areas of opportunity. How are we working to improve these areas? How do we see these areas as opportunities? How do we see these areas as threats? How do we see these areas as possibilities?

In other words, how do we talk about what we talk about, and what we are able to do as a result, make a big difference. The following stories from Kettering Foundation research illustrate this idea.

Democratic Practices

Kettering research has identified democratic practices that have everyday applications in the life of a community. The work of a democratic community is taken up by the people in community. These practices can be carried out in ways that give citizens power and, when they happen, they can become democratic practices. This can be done by modifying everyday routines.

These are not stand-alone techniques. These practices operate in parallel and simultaneously with one another. Communities employ these practices in various and complex ways, without any pre-determined order—these are emerging, purposefully incomplete, and often overlapping. Democratic practices are a part of ordinary routines of communities when people work together to address shared problems, even when they disagree. It is through these practices that school issues can be recognized and framed as community issues, thereby implicating citizens as responsible for education.

Body of Work


- Doing Democracy: How to Build a Network of Citizens Organisations (Section 1: Strengthening Community Building Capacity and Shaping a Movement of Civic Activity).
- Doing Democracy: How to Build a Network of Citizens Organisations (Section 2: Strengthening Community Building Capacity and Shaping a Movement of Civic Activity)
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**Text Only Page**

Text only page for articles with no relating videos or images

Single column layout for easy readability

**School & Community Issues**

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**A Community Supports High School Students**

In Metlakatla, Alaska, community focuses on reducing high school dropout rates started with the premise that everyone—schools, parents, the community and students—has a role to play in solving the problem. Working through the issues, focus participants found common ground around developing relationships between students and mentors and creating rich community partnerships to engage students, families, and other community resources. Four years later, these partnerships were blooming, indicating the network’s largest community-based dropout prevention partnership, which works closely with a local university to engage college students directly with area youth.

**Rage and Blame Shift to Community Problem Solving**

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Young people are educated through experiences that occur both inside and outside of schools. Kettering Foundation research has shown that the educational capacity of a community is defined by the ability to pair the mingling of educational resources to work in complementary ways.

Over time, education has become highly seen as the singular responsibility of schools and professionals. Critical roles citizens play—and need to play—often go unrecognized by professionals and school personnel. As education has become schooling, the once-school educational assets in communities have largely disappeared from the naming and framing of public's choices about issues that affect the education of youth. Professional educators have detached the governance of schools from governance of the myriad of non-school activities that critically affect educational outcomes. While non-school activities remain an educational focus, they are often not subjected to citizen choice judgment and innovation.

**How We Talk, and What We Talk About, Matters**

How do people on organizations, or institutions in a community come to recognize their shared responsibility for education? How do they make the existing actions that affected educational resources complementary and identify new opportunities? Kettering research suggests that the quality of community interactions makes for understanding these issues, how those we are given to issues and how those issues are framed makes a big difference in whether citizens see themselves or actors rather

**VIDEO FOCUS PAGE**

Large lead in video as main focus for the article

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VIDEO & IMAGE PAGE

School & Community Issues
KFS research has shown that the educational capacity of a community is defined by the ability to put the multitude of educational resources to work in complementary ways.

Over time, education has become widely seen as the singular responsibility of schools and professionals. Critical roles citizens play—such as teaching, parenting, and being recognized by professionals and employers—have become increasingly education focused. Educational assets in communities have largely disappeared from the learning and teaching of public schools about issues that affect the education of youth. Professionals and citizens have taken education to schools from governance of the myriad non-school activities that critically affect educational outcomes. While more real-world activities remain an educational focus, they are often not subject to citizens' exercise of judgment and innovation.

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Large lead in video as main focus of the article

How We Talk, and What We Talk About, Matters
How do the people, organizations, and institutions in a community come to recognize their shared responsibility for education? How do they make the existing actions that affect education more complementary and identify new opportunities?

Kettering's research suggests that the quality of community interactions holds key to educating these capacities. How people are grouped in teams and how their issues are discussed makes a big difference in whether citizens see themselves as actors, rather than consumers of services. Citizens who are interested, powerful, responsible, decision-making actors can work together with others on the shared challenge of educating young people.

In other words, how we talk together, what we talk about, and what we are able to do, makes a big difference. The following story from Kettering Foundation research illustrates this idea.

Democratic Practices
Kettering research has identified democratic practices that have everyday applications in the life of a community. The work of a democratic citizen is turning routine tasks into empowering practices. These tasks make up the work of citizens. They can be carried out in ways that give citizens power, and when their happens, they can become democratic practices. This can be done simply by modifying everyday routines.

These are not stand-alone techniques. These practices operate in parallel and simultaneously with one another. Communities employ these practices in various and complex ways, without any pre-determined order. They are engaging, powerfully reconceptualized, and often co-created by democratic practices. Democratic practices are a part of ordinary routines of communities, when people work together to address shared problems, even when they disagree. It is through these practices that school issues can be re-named and framed as community issues, thereby implicating citizens as responsible for education.
Variation of the landing page with small relating images for each article