

1. Record Nr.	UNINA9910219978503321
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Titolo	Continuing challenges and potential for collaborative approaches to education reform // Susan J. Bodilly, Rita Karam, Nate Orr
Pubbl/distr/stampa	Santa Monica, Calif., : Rand Education, 2011
ISBN	0-8330-5164-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (126 p.)
Collana	Rand Corporation monograph series Continuing challenges and potential for collaborative approaches to education reform
Altri autori (Persone)	KaramRita OrrNate
Disciplina	371.2/07
Soggetti	School improvement programs Educational change Community organization Social movements Community and school
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Sponsored by the Ford Foundation."
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title Page; Copyright; Preface; Contents; Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE Introduction; Background on the Initiative; The History of CERI 1 (1998-2003); The History of CERI 2 (2004-2009); Purpose and Approach; Remainder of the Monograph; CHAPTER TWO Approach, Concepts, and Development of Indicators; Approach; Data Sources; Documents; Yearly Site Visits with Interviews, Focus Groups, and Informal Observations; The Urban Partnership Program and CERI 1 Phone Survey; Administrative Data; Analysis; Study Limitations; Literature Review Interorganizational LinkagesExpectations for Implementation; Implications; Indicators of Progress; CHAPTER THREE Progress Toward Collaborative Functioning and Sustainment; Overview of Progress Toward Collaborative Function and Sustainment; The Alianza, Puerto Rico; Ask for More, Jackson, Mississippi; Austin Interfaith, Austin, Texas; DC VOICE, District of Columbia; Grow Your Own, Chicago, Illinois; Urban Partnership Program and Former Collaborating for Education Reform Initiative 1 Sites; Summary of Progress Made,

## Enablers, and Constraints

Collaborative Efforts Are Highly Susceptible to Constraints and Changes in the Environment Leadership Change Affected Collaborative Growth; Inclusiveness in Leadership Plays an Important Role in Collaborative Building and Growth; Building the Legitimacy of the Collaborative Proved Critical for Growth and Sustainment; Information Developing and Sharing and Joint Decisionmaking Supported Collaborative Function; Conflicts Among Partners Affected Some Efforts; Fundraising Needed to Be Attended to Early; CHAPTER FOUR Progress Toward Goals; Summary of Activities Undertaken; Were Choices Reasonable? Summary of Progress Toward Goals The Alianza; Promote Quality in Teaching and Learning; Promote Policies That Lead to Quality in Teaching and Learning; Ask for More; Promote Quality in Teaching and Learning; Promote Policies That Lead to Quality in Teaching and Learning; Become a Voice for Collaboration; Austin Interfaith; Promote Quality in Teaching and Learning; Promote Policies That Lead to Quality in Teaching and Learning; Become a Voice in the Community; DC VOICE; Promote Policies That Lead to Quality in Teaching and Learning; Become a Voice for the Community; Grow Your Own Promote Policies That Lead to Quality in Teaching and Learning Cross-Site Themes on the Implementation of Activities; The Criteria Used for Choosing an Intervention Played a Large Role in Its Success; Regular Needs Assessment and Reflection Enabled Beneficial Adaptation of Interventions; Use of Collaborative Approaches to Implementation Facilitated Progress; Collaboratives Faced Challenges in Implementing Activities with Dwindling Foundation Support; Intervention Implementation Was Affected by the Political and Economic Context; CHAPTER FIVE Conclusions and Observations Findings and Conclusions

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### Sommario/riassunto

The Ford Foundation's Collaborating for Education Reform Initiative (CERI) provided grantees with funds, guidance, and technical assistance to develop collaboratives and carry out activities to improve teaching and learning. A second effort, CERI 2, laid down a new set of goals for grantees. RAND Corporation researchers evaluated the initiative.

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