

Tough Text- Thematic Analysis
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Tough's book, *Whatever it Takes*, looks at the growth of the Harlem Children's Zone (HCZ), in Harlem, NY. Tough profiles Canada's life and its parallel relationship to the creation of the HCZ as an all encompassing educational / social organization. The major themes that Tough stresses in his study include:

1. **The Creation of Civic Capacity** through the HCZ as a means to changing the culture of Harlem.
2. The necessity of the HCZ to ensure a deeper fulfillment of **equity**.
3. The sheer force of Canada's personal **leadership** style.
4. Canada's **personal narrative**, and its impact on his belief system and ultimately the creation of the HCZ.
5. The importance of **accountability** in ensuring that the HCZ was performing beyond similar public, charter and private schools.

<u>Theme</u>	<u>Evidence</u>
Civic Capacity	<ul style="list-style-type: none">• p. 4.6 "It wasn't enough to help out in just one part of a child's life: the project would need to combine educational, social, and medical services."• p.5.1 "So instead of waiting for residents to find out on their own about the services he was providing, his recruiters would seek out participants by going door-to-door."• p. 8.2 "Instead of reaching kids here and there, for a few hours a day, he would have them under his care for eight or ten or twelve hours a day."• p. 19.4 "To transform every aspect of the environment that poor children were growing up in."• p. 58.3 The Creation of Baby College p.58.4 "Baby College has become an essential part; in many ways it was the pilot program for the entire Harlem Children's Zone."• p.125.1 "When you've got most of the kids in a neighborhood involved in high-quality-programs, you begin to change the cultural context of that neighborhood."• p. 102.1 "Society has failed to commit itself to the development of the human resources of all its people."• p. 104.2 "Canada claims there is a chance that he and his staff, in Baby College and elsewhere, can target the very behaviors and ideas and tendencies in poor families that are having an outsized negative effect on the life chances of their children."• p.194.1 Heckman and Canada agree that the key to equity lies in exposure to appropriate inputs and nurturing at the earliest age possible. If not through parents, through a conveyor belt strategy

	<p>that feeds on civic capacity as exemplified by HCZ.</p> <ul style="list-style-type: none"> • p.196.2 Civic Capacity- Students would go directly from Baby College to Three Year Old Journey to Harlem Gems to the Promise Academy. • p.197.2 If the conveyor belt strategy works and creates true civic capacity there will be no need for “superhero” strategies. • p.228.2 Civic Capacity- If parents were not involved, the HCZ and Promise Academy would seek to make up those gaps. • p.231.2 Civic Capacity- Canada states that the conveyor belt will create capacity and equity. • p.246. 3 Civic Capacity - Canada reminds the parents of the various HCZ programs open to adolescents. • p.262.1 Civic Capacity- Canada tries to “contaminate” Harlem through the many programs HCZ offers for children who go to and those that don’t go to Promise Academy. • p.264.1 Civic Capacity- The goal is to change the culture of Harlem • p.267.2 Civic Capacity- The author suggests that Canada’s methods, as endorsed by candidate Obama, may change the nation one region at a time.
Equity	<ul style="list-style-type: none"> • p. 3.2 “It wasn’t the outcomes of individual programs that he really cared about: what mattered was the overall impact he was able to have on the children he was trying to serve.” • p. 8.2 “Like every charter school in New York, Promise Academy was free, tuition and open by lottery to students.” • p. 40.3 “For Canada it went without saying that a poor child in Harlem had countless obstacles to success that a middle-class child elsewhere in the city didn’t have: worse schools, worse living conditions, worse nutrition, fewer books,…” • p. 95.2 “In contrast, everyone at Baby College-every administrator, every instructor, every child worker-is black or Hispanic, with African Americans making up a solid majority.” • p. 96.2 “And the atmosphere at Baby College somehow made them feel open and confident, as eager for new child –raising information as the parents at the Canada’s’ play-ground in suburban Valley Stream.” • p. 102.1-Ron Ferguson relates the Achievement Gap Initiative for African Americans regarding standardized tests, reading, and noting a correlation between declining test scores and the rise of hip-hop music. • p. 125.3 “And this type of contamination can spread. If we touch enough kids at the same time with the same message.” • p.163.1 “...Canada was right, and the only way to save large numbers of poor children in a neighborhood like Harlem was to give them all a high-quality education...” • p.193.2 Heckman-“I really think this research is going to have the effect of reducing inequalities in American society.” • p.145.3 “But Canada’s mission had always been to change the lives of the 1s, the students at the bottom, where his friends had been stuck growing up in the Bronx.” • p.188.1 “Can a model to encourage full equity be created en masse.”

	<ul style="list-style-type: none"> • 189.1 Was a program like the Job Training Partnership Act (JTPA) able to create equity? • 191.5 The JTPA did not achieve equity, because it encountered students at too late an age....hence it did not get to students at the point they needed with both cognitive and non-cognitive skills necessary for success- defined as equity. • p.197.3 Until the conveyor belt is in place, the “superhero” strategy must be maintained at the Middle school to encourage equity. • p.204.2 Equity- Harlem kids don’t have the same exposure to museums, etc. as do their peers downtown. • p.204. 3 Equity- If children are given Pre-K they will excel in Kindergarten • p.212.3 The Conveyor Belt strategy would seek to create civic capacity that will ultimately lead to greater equity. • p.225.3 Equity- Sparzak believes that his job is to teach students appropriate behavior and language- i.e.- “that” instead of “dat.” • p.257.1 Equity- As evidenced by the Boria family and the differences of opportunity open to Victor Jr. as a result of the Conveyor Belt of the HCZ.
Leadership	<ul style="list-style-type: none"> • p.14.3 “Wyatt was on the school’s board of trustees along with Langone and Druckenmiller and Kutz, but not because of fundraising acumen....Wyatt shared a culture and history with Canada.” • p.95.2 “In contrast, everyone at Baby College-every administrator, every instructor, every child worker-is black or Hispanic, with African Americans making up a solid majority,” • p.3.3 “Canada wanted a way off the treadmill. So, he asked himself a series of questions, and gradually his thinking took shape.” • p.5.2 “He and his staff developed an array of new, integrated programs that followed the life of a child.” • p.10.2 “He hired a team of management consultants to help him write a ten-year business plan, and over the next several years the Harlem Children’s Zone grew quickly, its budget expanding from \$6 million to \$58 million.” • p.52.3 “If Canada wanted his kids to come out ahead in the race, he knew, he would need to find a way to counter each one of those advantages-and he would need to start very, very early.” • p.104.3 “Canada believes that simple reality is that most of the neighborhood’s poor, black parents are not adequately preparing their infants and children to be educated.” • p.105.3 “To Canada, it was just one example of the kind of interaction that a certain group of parents in the city and country have with their children all the time, and that “our parents” as he calls them...do not.” • p.114.3 “There was a struggle going on in America-he had known for a while-and now he thought he saw a role for himself • p.135.1 “The overall goal of the Zone might be liberal and idealistic-to educate and otherwise improve the lives of poor black

	<p>children-but Canada believed the best way to achieve that goal was to act not like a bighearted altruist but like a ruthless capitalist, devoted to the bottom line.</p> <ul style="list-style-type: none"> • 194. 2 Canada's leadership strives to create the conveyor belt strategy. • 195.1 Canada exercises leadership to deal with overriding bureaucratic obstacles to ensure that students are chosen for Kindergarten 2 yrs prior to attending, thus allowing them to go from HCZ pre-K programs directly to HCZ Kindergarten and beyond. • p.200. 2 Leadership- The three- year- old Journey program would require strong expertise. • p.218.2 Leadership- McKesey understands that Canada's expectations of him and the school are vast. • p.227. 3 Leadership- McKesey asks teachers to analyze results of individual students to assist in achieving goal of 100% proficiency. • p.234.1 Leadership- Canada sends a letter home explaining that the Promise academy 8th grade students will not be continuing into 9th grade. • p.239.9 Leadership- Canada faces students and explains he decision behind halting the growth of the Promise Academy. • p.241.2 Leadership- Canada explains options to School Board. • p.246. 3 Leadership- Canada explains the decision to "graduate" the 8th grade students to parents.
Accountability	<ul style="list-style-type: none"> • p.136.1 "This is a big problem, and everyone in this organization should think of this as their problem." • p.172.1 "We will prepare our students for college, to excel in college, and to graduate from college." • p.211.2 Pre K programs promote literacy as evidenced by Accountability measurements that ultimately lead to the promotion of equity. • p.216.1 Accountability- as measured by the school's past performance. • p.217.2 Accountability- The importance of assessment in the coming years. • p.219.2 Accountability- McKesey decides that second grade students would take 3rd grade practice tests to prep early. •
Personal Narrative	<ul style="list-style-type: none"> • p.1.1 "In many ways their sons and daughters were growing up the way Canada had, four decades before, just a few miles in the South Bronx." • p.18.4 "In College he was a political activist, and he led angry

	<p>demonstrations against the injustices the he and other black students saw on campus and in the nation.”</p> <ul style="list-style-type: none"> • p.20.3 ”When I go home tonight to my own kid, whose life is pretty much secure, it’s not going to make me sleep well knowing that there are kids and families out there that don’t feel secure.” • p.80.2 “Geoffrey Canada says he understands and respects the long cultural history behind these discipline practices.” • p.99.2 “That fact has something to do with Canada’s understanding of those national statistics, but it has more to do with his own life-story.” • p.102.1 “But she also did something that very few welfare mother in the Bronx were doing in the 1950’s and 1960’s; she passed on her parents’ aspirational values to her own children.” • p.108.2 “When Canada looks at his own family history, and his wife, Yvonne’s, it become clear to him that the transformation, when it happens, can take generations.” • p.224.5 Personal narrative - a profile of second grade teacher Sparzak.