I. For Coleman the central problem is that school success depends on qualities that are “public goods” rather than “private goods”
   A. People invest in private goods (related to physical capital and human capital) because they receive the whole benefit of what they put in so their efforts are not “wasted” (or shared)
   B. Social capital are qualities of relationships that support kids and they are public goods, where people do not directly receive benefits from efforts they put out
      1. Obligations and expectations anchored in relationships of trust
      2. Norms and values where conformity is monitored and misbehavior is disciplined
      3. Information about opportunities that people
         a. May or may not have (poor communities have little information about opportunities)
         b. May or may not share (it takes a relationship to share).
   C. Social capital tends to be a by-product of other relationships people have that benefit them
      1. Church relationships tend to create overlapping adult relationships
      2. Stable, working class communities tend to have people with many overlapping relationships
      3. Following Putnam, our society tends to have declining social capital and this connects to accelerating school difficulty

II. Equality of educational opportunity model
   A. Can’t eliminate inequality but can equalize resources
   B. What resources count—what would we want to equalize if we wanted to increase educational equity?
      1. We have limited capacity to equalize all resources
      2. A question then becomes which resources is it most important to equalize?
      3. We then want to know what “causes” educational success
   C. We have the idea of the analysis of variance, multi-causal models, and path models where different variables enter the equation at different points

III. What do we do about inherent differences?
   A. Could we consider changing school curricula to emphasize the best learning chances of the weakest students even if it meant not teaching in the most effective ways for stronger students?
   B. What do we do about differences in physical and cultural capital?

IV. Coleman suggests that big differences in school outcomes do not have to do with individual differences but rather have to do with social capital differences
   A. Key elements have to do with the child’s motivation and
   B. With whether the child feels safe and supported in work
   C. These things come from adult relationships with the child
D. They also relate to the entire model of schooling that we support in public education

V. What makes public education individualistic?
   A. Meritocratic ideology
   B. Professional/technical model of education that emphasizes techniques over relationships
   C. Intentional separation of family and community from school and child

VI. What are key elements of social capital that contribute to education?
   A. Social stability—why does this matter?
      1. Increases the likelihood of multiplex social relationships of adults related to child
      2. Closed ended social networks increase accountability and effective social control
      3. Increases the CHILD’s knowledge of the community and the child’s capacity to forge meaningful relationships
   B. Importance of the amount of adult resources available to children
      1. Adults and kids must relate
      2. Single vs. married parents
      3. Number of sibs
   C. Cultural and physical capital may be high inversely to social capital
      1. Middle class families are likely to have lots of cultural and physical capital but social capital may be low
      2. Working class families tend to be high in social capital but low on physical capital
      3. Working class families also are likely to be low on the cultural knowledge that fosters school success (cultural capital)
   D. Recognition, support, and appreciation of the whole child
      1. Knowing the child’s orientation important for teaching and learning
      2. Related to adults tracking the child and holding the child accountable
      3. Philosophy that makes the school and the community meaningful
         a. Valuing people not products as a key value in education
         b. Views of the future and of the value of education
         c. Emphasis on responsibility to the community weakens child connection to oppositional subculture