

The Capital Forms Model & Gap



U.S. public schools prepare some children to **own property** and others to **be property**.

What is capital? A **resource** that allows the owner of the resource to profit in a competitive marketplace.

Examples include machinery, stocks, raw material, buildings, vehicles, and **people**.

A person's **capital form** describes the relationship one has to capital structures. A person can **own capital** or **be capital**. Across time, public schools have produced specific ends for specific groups of people. The figure below describes outcomes for students adjacent to social memberships.

	1800s	1920s	PRESENT
WEALTHY	Capital Owner	Capital Owner	Capital Owner
MIDDLE CLASS	Capital Owner	Human Capital	Human Capital
WORKING CLASS	Human Capital	Human Capital	Human Capital



WEALTHY

Ownership Legacy

Members of this social group often own multiple forms of capital. This ownership trend of business and industry grew in the 1920s. Today's business owners and leaders, whose economic and political interests influence the visions, goals, and outcomes of public schooling.

MIDDLE CLASS

Regarded as common in early America, members of this community group had opportunities to achieve "The American Dream". In public schools, members were able to use their intellect to access an ownership community-track. Those who did not intellectually qualify were tracked into curriculums and programs, which emphasized skill development to satisfy corporate values and interests.

Legacy of Propertization

WORKING CLASS

Non-White, non-elite, non-middle-class communities, who were viewed as property or non-citizens. Limited or restricted access to public education. Across this timespan, schools aimed to ready members of this community for labor - to serve existing corporate visions.

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What can **SCHOOLS** do?



- Reframe inquiry that asks, “What do you want to *be* when you grow up?” to “What do you want to *build* when you grow up?”
- Reconceptualize district- and school-level vision statements and strategic plans to include entrepreneurial readiness as an outcome.
- Take intermittent inventory of student interests. Develop school-based programs to facilitate exploration of entrepreneurial interests.
- Engage community in partnerships to provide exposure to entrepreneurial experiences and expertise.
- Provide equitable access to special learning opportunities.
- Allow students to actively shape knowledge, instead of being shaped *only* by knowledge.



What can **PARENTS** do?

- Challenge inherited personal dispositions that emphasize cradle-to-career aims.
- Encourage child(ren) to determine their interests and how they want to put these interests into the world.
- Seek enrichment experiences for children outside of traditional school offerings.
- Advocate for school-based offerings and opportunities that create entrepreneurial awareness and provide experiences for their children.

What can **LAWMAKERS** do?

- Reserve funding for schools to support entrepreneurial programs.
- Require curricula that build student capacity around entrepreneurial/ capital ownership topics. (STATE level)
- Create laws that protect the current and potential ownership interests / opportunities of historically propertized populations.

