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**Studies in the News:
Education Supplement**

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Introduction to Studies in the News

Studies in the News is a current compilation of items significant to the Legislature and Governor's Office. It is created weekly by the California State Library's [California Research Bureau](#) to supplement the public policy debate in California. To help share the latest information with state policymakers, these reading lists are now being made accessible through the California State Library's website. This week's list of current articles in various public policy areas is presented below. Prior lists can be viewed from the California State Library's Web site at www.library.ca.gov/sitn

- When available, the URL for the full text of each item is provided.
- California State Employees may contact the State Information & Reference Center (916-654-0261); csinfo@library.ca.gov) with the SITN issue number and the item number [S#].
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

EDUCATION

ACADEMIC ACHIEVEMENT

Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. By Charles E. Basch, Columbia University. (Campaign for Educational Equity, New York, New York) March 2010. 109 p.

Full text at:

http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf

["Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. Recent research in fields ranging from neurosciences and child development to epidemiology and public health provide compelling evidence for the causal role that educationally relevant health disparities play in the educational achievement gap that plagues urban minority youth. This is why reducing these health disparities must be a fundamental part of school reform. School leaders must prioritize how to use scarce resources to address the critical health problems affecting youth."]

[Request #S10-14-4682]

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Getting Past Go: Rebuilding the Remedial Education Bridge to College Success. By Bruce Vandal, Education Commission of the States. (Getting past Go, Denver, Colorado) May 2010. 16 p.

Full text at: <http://www.gettingpastgo.org/docs/GPGpaper.pdf>

["Every year, millions of students enroll in community colleges or four-year institutions with the goal of completing a college education. Unfortunately, many arrive on college campuses, take a college placement exam and discover they will need to complete remedial education courses in math, reading or writing before they can begin their program in earnest.... Getting Past Go will describe the current policy landscape for remedial education, explore the critical policy levers that guide the delivery of remedial education on college campuses and study how policy has either facilitated or impeded innovation in the delivery of remedial education."]

[Request #S10-14-5047]

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ACADEMIC ASSESSMENT

Does the No Child Left Behind Act Help or Hinder K-12 Education? By Patrick C. Guggino and Steven Brint, University of California, Riverside. (The University, Riverside, California) Winter 2010. 8 p.

Full text at: <http://www.policymatters.ucr.edu/pmatters-vol3-3-NCLB.pdf>

["The focus on reaching the high standards of the No Child Left Behind Act means educators spend hours every day sharing test-taking skills with students and teaching math and English, with only minutes left in the day to teach other subjects. Researchers surveyed more than 740 of California's most accomplished teachers to assess its effectiveness.... Although few teachers interviewed for the study were enthusiastic supporters, some credited the act with increasing focus on core skills, encouraging planning and organization of lessons and creating higher expectations for students' performances. However, 84 percent of the teachers reported unfavorable attitudes toward the act. Among the criticisms were concerns about individualized student learning and declining creativity in the classroom." San Bernardino Sun (April 10, 2010) 1.]
[Request #S10-14-4762]

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CHARTER SCHOOLS

The Evaluation of Charter School Impacts: Final Report. By Philip Gleason, Mathematica Policy Research, and others. (Institute of Education Sciences, U.S. Department of Education, Washington, DC) June 2010. 259 p.

Full text at: <http://ies.ed.gov/ncee/pubs/20104029/pdf/20104029.pdf>

["The evaluation was conducted through randomized admissions lotteries (lottery winners) with the outcomes of students who also applied to these schools and participated in the lotteries but were not admitted (lottery losers).... On average, charter middle schools that hold lotteries are neither more nor less successful than traditional public schools in improving student achievement, behavior, and school progress.... The impact of charter middle schools on student achievement varies significantly across schools.... Study charter schools serving more low income or low achieving students had statistically significant positive effects on math test scores, while charter schools serving more advantaged students -- those with higher income and prior achievement -- had significant negative effects on math test scores."]
[Request #S10-14-5045]

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The National Study of Charter Management Organization (CMO) Effectiveness: Report on Interim Findings. By Robin Lake and others, Center on Reinventing Public Education. (The Center, Seattle, Washington) June 2010. 93 p.

Full text at:

http://www.crpe.org/cs/crpe/download/csr_files/pub_ncsrp_cmo_jun10.pdf

["Despite the amount of investment and policy attention on CMOs, there has been limited research to assess their impact and their potential for improving public schools at scale.... CMO schools serve a primarily low-income and minority population, similar to that of the big city school districts in which most operate. CMOs are also relatively small organizations.... What are the effects of CMOs on student academic performance? Which CMO structures, models, and practices are associated with larger positive impacts on student academic performance? How do CMOs affect the characteristics, instruction, and organizational health of the schools they manage? How do contextual factors, such as state and district policies, influence CMOs' effectiveness? How do CMOs appear to influence other public schools?"]

[Request #S10-14-5044]

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COMMUNITY COLLEGES

The Financial Aid Challenge: Successful Practices that Address the Underutilization of Financial Aid in Community Colleges. By JBL Associates, Inc. (College Board Advocacy & Policy Center, New York, New York) May 2010. 26 p.

Full text at:

http://advocacy.collegeboard.org/sites/default/files/10b_1790_FAFSA_Exec_Report_WEB_100517.pdf

["A new report offers a number of recommendations to help states and college systems get more federal financial aid in the pockets of community college students. Nationally, about 40 percent of community college students who are eligible for federal financial aid don't apply -- meaning they miss out on millions of dollars in grants and loans each year. By comparison, about a quarter of four-year university students who are eligible fail to apply. Studies that have looked at reasons why community college students underutilize federal aid have found that these students sometimes distrust government agencies that ask for personal financial information. They may also lack a basic understanding of financial planning for education. Adult students may take classes at night, making it harder to get to an on-campus financial aid counselor." California Watch (May 31, 2010) 1.]

[Request #S10-14-5034]

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Financial Aid Facts at California Community Colleges. By the Institute for College Access & Success. (The Institute, Berkeley, California) March 2010. 2 p.

Full text at: http://ticas.org/files/pub/ccc_fact_sheet.pdf

["California community college students are leaving up to \$500 million in federal financial aid on the table, money that could help cover books, transportation, fees, food and housing at a time when the cost of education is going up dramatically. Given the increased costs placed on California college students because of state budget cuts and a corresponding drop in funding for financial aid, it's frustrating that there's a big pile of untapped cash. About 500,000 of the 2.9 million community college students in California could be eligible for a federal Pell Grant, which ranges from \$400 to \$5,350, depending on financial need. But the application is complicated and time-consuming, and they avoid it despite the best efforts of understaffed financial aid offices." San Francisco Chronicle (March 18, 2010) 1.]
[Request #S10-14-4687]

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Pathways to Success: Lessons from the Literature on Career Technical Education. By Jeremy Offenstein and others, Institute for Higher Education Leadership & Policy. (The Institute, Sacramento, California) December 2009. 17 p.

Full text at: http://www.csus.edu/ihelp/PDFs/R_PathwaysToSuccess_1209.pdf

["This report identifies policies and practices that could increase student success in certain career pathways through the California community colleges. This literature review analyzes evidence on the effectiveness of career-oriented education in high schools and community colleges and discusses the factors that promote successful educational outcomes for students enrolled in career-technical programs. It finds the literature scarce on career-technical education (CTE) student success and suggests that further research would help us better understand and strengthen CTE student and program outcomes to better meet the needs of the workforce."]
[Request #S10-14-5054]

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EARLY CHILDHOOD EDUCATION

Building an Early Childhood Professional Development System. By the National Governors Association Center for Best Practices. (The Center, Washington, DC) February 2010. 10 p.

Full text at:

<http://www.nga.org/Files/pdf/1002EARLYCHILDPROFESSIONALDEVELOPMENT.PDF>

["Specialized knowledge of how young children develop and learn is critical for members of the early childhood workforce. All members of this workforce need access to preparation programs at two- and four-year colleges and opportunities for ongoing education and development. Unfortunately, many states are not collecting data about professional qualifications and ongoing professional development that could inform measures of program quality and child outcomes.... Although initiatives directed toward improving overall program quality are emerging across the country, many states continue to struggle with the development of an early childhood professional development system that integrates policies across types of early childhood programs."]

[Request #S10-14-4676]

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Child Care and Early Education 2009: Legislative Action. By the National Conference of State Legislatures. (The Conference, Denver, Colorado) March 2010. 7 p.

Full text at:

http://www.ncsl.org/documents/cyf/child_care_early_education_legislative_action_2009.pdf

["A number of states protected investments in young children and avoided cuts to early childhood programs; some states even increased their commitment to early care and education. A total of 15 states adopted new early care and education laws addressing a range of issues, including prekindergarten, governance, child care, financing and quality improvement. Six states enacted laws concerning prekindergarten, including expansion, capital construction, Head Start and community collaboration, and program promotion. Ten states passed laws to address child care financing, quality improvement measures, and child development and safety. This summary highlights legislative enactments on early care and education in 2009."]

[Request #S10-14-4769]

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Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems. By Erika Beltran, National Council of La Raza. (The Council, Washington, DC) February 2010. 12 p.

Full text at:

http://www.nclr.org/images/uploads/publications/file_Responding_to_the_Needs_of_Young_Latino_Children.pdf

["Recent policy developments and investments in early care and education reflect a renewed commitment to improving the school readiness and, ultimately, the school success of young children. Most importantly, these new proposals present a prime opportunity to incentivize states to design early learning systems that meet the needs of Latino children. This white paper examines how states are working to build comprehensive early learning standards and to address issues of professional development to ensure the success of Latino and English language learner children and families. Based on interviews with state leaders, the white paper reveals that states have a long way to go to develop early learning programs that are responsive to the needs of Latino and English language learner children and families."]

[Request #S10-14-4683]

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A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments. By Sarah Daily and others, Child Trends. (Child Trends, Washington, DC) June 2010. 12 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf

["The following review of state practices to support children's school readiness from birth to age five may be helpful for deliberations about public investments intended to foster academic success in later years. All states have identified the skills and abilities children need to develop during the preschool years, but few states are tracking children's readiness along those expectations statewide. A small but growing number of states have started collecting assessment information about young children's developmental progress in kindergarten to better understand statewide levels of school readiness. This brief provides an overview of state Early Learning Guidelines and statewide school readiness assessments administered in kindergarten, and outlines key considerations for thinking about readiness at the state level."]

[Request #S10-14-5032]

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EDUCATION POLICY

Postsecondary Education and Training As We Know It Is Not Enough: Why We Need to Leaven Postsecondary Strategy with More Attention to Employment Policy, Social Policy, and Career and Technical Education in High School. By Anthony P. Carnevale, Georgetown University. (The Urban Institute, Washington, DC) April 2010. 24 p.

Full text at:

http://www.urban.org/UploadedPDF/412071_postsecondary_education.pdf

[“The administration’s unprecedented postsecondary strategy shifts postsecondary resources to the least advantaged students and to the two-year and less selective four-year institutions where they are concentrated.... If postsecondary education and training policy is to become our principal domestic initiative, then it needs to be aligned with employment policy and social policy goals. As many as 11 million adults from low-income families could benefit from postsecondary education and training. Benefits of providing postsecondary education and training for low-income adults are powerful and growing, but so are barriers to access. Providing access for low-income adults will not happen without major policy interventions and reversals.”][Request #S10-14-4842]

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EDUCATIONAL REFORM

The 2009 Brown Center Report on American Education: How Well Are American Students Learning? By Tom Loveless, Brown Center on Education Policy, Brookings Institution. (The Institution, Washington, DC) January 2010. 36 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/reports/2010/0317_education_loveless/0317_education_loveless.pdf

[“The research compared the state test scores of 1,156 schools from 1989 to 2009. Of the 290 schools that were in the lowest categories two decades ago, 184 (63.4 percent) scored similarly last year. About one in four moved up slightly. Only four schools (1.4 percent) went from the bottom to the top in test performance during that 20-year time period.... California certainly cannot be accused of inactivity in education reform from 1989 to 2009. Few states tried as many diverse, ambitious reforms that targeted every aspect of the school system -- finance, governance, curriculum, instruction, and assessment. Not only have these efforts failed to elevate California from its low national ranking on key performance measures, but they have also had little effect on the relative ranking of schools within the state." California Watch (March 25, 2010) 1.][Request #S10-14-4712]

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Stuck Schools: A Framework for Identifying Schools where Students Need Change -- Now! By Natasha Ushomirsky and Daria Hall, The Education Trust. (The Trust, Washington, DC) February 2010. 22 p.

Full text at:

<http://www.edtrust.org/sites/edtrust.org/files/publications/files/StuckSchools.pdf>

["The Stuck Schools analysis offers a simple, transparent way of gauging patterns of school performance and improvement. It shines a light on a relatively small number of schools that started out low performing and have made little or no gains in subsequent years -- schools that clearly need state or district attention. Tracking actual proficiency rates and their improvement over time can help decision makers focus scarce resources on a limited number of struggling schools and the students they serve.... This paper looks at trends in overall performance and improvement over time. It examines data from two states to determine what performance looked like several years ago, the extent of annual gains at high-improving and low-improving schools, and how many of these lowest performing schools remained stuck, made extraordinary gains, or fell somewhere in between."]

[Request #S10-14-4673]

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Arguing About Charters Vs. "Traditional" Schools Masks the Failure of School Improvement Policy and Practice to Enhance Equity of Opportunity. By the Center for Mental Health in Schools. (The Center, Los Angeles, California) January 2010. 18 p.

Full text at: <http://smhp.psych.ucla.edu/pdfdocs/chartermismissing.pdf>

["As the argument over charter vs. traditional schools burgeons, it is overshadowing discussion about the ongoing failure of the majority of charters and traditional schools to substantially increase the percentage of youngsters who succeed at school over the long run. This colludes with the tendency to downplay the fact that school improvement policy and practice lacks a primary emphasis on addressing barriers to learning and teaching and re-engaging disconnected students. This brief report focuses on what's missing in most analyses of school improvement policy and practice and what type of policy shift is needed to stimulate development of a comprehensive, cohesive, and coherent system to replace the prevailing piecemeal and marginalized approach to student and learning supports."]

[Request #S10-14-4675]

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EDUCATIONAL STATISTICS

The Condition of Education 2010. By Susan Aud, National Center for Education Statistics, and others. (The Center, Washington, DC) May 2010. 429 p.

Full text at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010028>

["The Condition of Education 2010 summarizes important developments and trends in education using the latest available data. The report presents 49 indicators on the status and condition of education, in addition to a special section on high-poverty schools. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The edition includes 49 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education."]

[Request #S10-14-5035]

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HIGH SCHOOLS

Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement. By Ethan Yazzie-Mintz, Center for Evaluation & Education Policy. (The Center, Bloomington, Indiana) 2010. 28 p.

Full text at: http://ceep.indiana.edu/hssse/images/HSSSE_2010_Report.pdf

["Dropping out has been described as a slow process of disengagement from school. In response to this trend, many schools have begun to focus on student engagement, creating programs and practices that connect students to school.... Schools that utilize the High School Survey of Student Engagement are listening to their students' beliefs, perceptions, and perspectives on their school experience; those schools that utilize their student engagement data effectively are making progress. This report highlights five such schools and districts; struggling with a variety of structural, instructional, and societal issues, these schools are focusing their efforts on charting a path to achievement that starts with engagement."]

[Request #S10-14-5049]

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Multiple Pathways to Student Success: Envisioning the New California High School: A Report to the Legislature and Governor. By the California Department of Education. (The Department, Sacramento, California) May 2010.

["The report is a first-in-the-nation publication on the feasibility of expanding the multiple pathways approach statewide. California is the first state to codify an explicit definition of this promising high school reform approach. The approach incorporates four components: an integrated, multi-year high school program with an academic core; a career technical core; a work-based learning component; and support services.... Above all, it examines the practices effective schools employ to engage students in learning, increase graduation rates, close achievement and opportunity gaps, and prepare all students for success beyond high school -- in both their postsecondary learning experiences and their future careers. The report also includes policy recommendations that were formulated based on extensive input received from dozens of individuals and organizations."][Request #S10-14-5037]

Report. 224 p.

http://www.schoolsmovingup.net/mpstudy/downloads/AB2648_MP_Report_060110.pdf

Executive Summary. 42 p.

http://www.schoolsmovingup.net/mpstudy/downloads/AB2648_MP_Report_Executive_Summary_051210_FINAL.pdf

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HIGHER EDUCATION

Minorities and the Recession-Era College Enrollment Boom. By Paul Taylor and others, Pew Research Center's Social & Demographic Trends Project. (The Project, Washington, DC) June 2010. 19 p.

Full text at: <http://pewsocialtrends.org/assets/pdf/757-college-enrollment.pdf>

["The recession-era boom in the size of freshman classes at four-year colleges, community colleges and trade schools has been driven largely by a sharp increase in minority student enrollment.... Some of this minority enrollment surge is a simple by-product of demographic change. In a nation whose population of youths is far more diverse than its population of adults, each new year brings a slightly larger share of minority teenagers into the pool of potential college freshmen. In addition, the first year of the recession was a time when young Hispanics, in particular, were completing high school at record rates.... Minority college students tend to be clustered more at community colleges and trade schools than at four-year colleges. Even so, the minority freshman enrollment spike from 2007 to 2008 occurred at all basic levels of postsecondary education."]

[Request #S10-14-5052]

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The Attrition Tradition in American Higher Education: Connecting Past and Present. By John R. Thelin, University of Kentucky. (American Enterprise Institute, Washington, DC) April 2010. 28 p.

Full text at: <http://www.aei.org/docLib/AttritionTraditionThelin.pdf>

["While there is a sense that the country needs to recreate the 'Golden Age' of American higher education, where high completion rates were the norm, few have bothered to ask whether this era was actually as golden as the conventional wisdom would suggest.... Thelin finds that not only did university students often drop out at a high rate in the early 1900s, but also that college attrition was largely ignored until the last few decades. If we are to tackle the challenge of raising graduation rates in an era of increased access -- a strikingly modern goal -- it will require fine-grained, institution-level analysis in addition to significant investments in improved data systems for America's colleges and universities." AEI Press Release (April 20, 2010) 1.]

[Request #S10-14-5039]

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PHYSICAL EDUCATION

2010 Shape of the Nation Report: Status of Physical Education in the USA. By the National Association for Sport and Physical Education & the American Heart Association. (National Association for Sport and Physical Education, Reston, Virginia) June 2010. 86 p.

Full text at: <http://www.aahperd.org/naspe/publications/upload/Shape-of-the-Nation-2010-Final.pdf>

["The report seeks to track our success, as a nation, in teaching our children that physical education is a foundational element of a healthy lifestyle. The report looks at each state and the guidelines it sets forth toward this goal. The ongoing challenge is that there is no standard benchmark against which to measure. Mandates differ widely from state to state. Many state policies are broad and leave details open to interpretation by local schools, while others are quite prescriptive.... The purpose of this report is to provide current information about the status of physical education in each of the 50 states and the District of Columbia in the following areas: 1) time requirements; 2) exemptions/waivers and substitutions; 3) class size; 4) standards, curriculum and instruction; 5) student assessment and program accountability; and 5) physical education teacher certification/licensure.”]

[Request #S10-14-5051]

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PRESCHOOL

The Successful Kids in Pre-K Project (SKIPP) Phase II: An Assessment of Los Angeles Universal Preschool Students' Progression Toward School Readiness. By Lisa Colvig-Amir, Applied Survey Research, and others. (Applied Survey Research, Watsonville, California) 2010. 52 p.

Full text at:

http://www.appliedsurveyresearch.org/www/products/SKIPP_FINAL_REPORT-Phase2.pdf

[“Children enrolled in Los Angeles Universal Preschool programs made significant improvements in the social and emotional skills needed to do well in kindergarten. The gains were especially pronounced for English language learners.... The study found that the percentage of children scoring near proficient on all behaviors increased from 22% in the fall to 72% in the spring. English learners who scored significantly lower than their non-English learner peers in fall 2008 had closed the gap in most measures by the spring. In general skills, such as writing their first names, recognizing rhyming words and using books, their gains exceeded those made by non-English learners. The improvements could be due to a number of factors including better communication between student and teacher throughout the school year and parent education.” Los Angeles Times (April 19, 2010) 1.]
[Request #S10-14-4887]

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PUBLIC SCHOOLS

Who Helps Public Schools? Public Education Support Organizations in 2010. By Erwin de Leon and others, the Urban Institute. (The Institute, Washington, DC) June 2010. 45 p.

Full text at: <http://www.urban.org/UploadedPDF/412105-who-helps-public-schools.pdf>

["There are more than 19,000 nonprofit organizations devoted to supporting public education in the United States. These organizations include booster clubs, parent-teacher groups, public education funds, scholarship funds, high school alumni associations, and others. This report assesses the current status of education support organizations; provides details on the activities, capacities, and resources of public education funds; and compares Public Education Network member organizations with other types of education funds. On the basis of a survey of public education funds and an analysis of the latest data available from the National Center for Charitable Statistics, the report identifies key similarities and differences among the groups."]
[Request #S10-14-5042]

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SCHOOL DROPOUTS

Helping High School Dropouts Improve Their Prospects. By Dan Bloom, MDRC, and Ron Haskins, The Future of Children. (The Future of Children, Princeton, New Jersey) Spring 2010. 8 p.

Full text at:

http://www.futureofchildren.org/futureofchildren/publications/docs/20_01_PolicyBrief.pdf

[“Dropping out of high school has serious long-term consequences not only for individuals but also for society. According to expert estimates, between 3.5 million and 6 million young Americans between the ages of 16 and 24 are school dropouts. Lowering the number of adolescents who fail to finish high school and helping those who drop out get back on track must be a major policy goal for our nation.... Several carefully evaluated program models hold out promise that they can help both young people at risk of dropping out and those who do drop out. These promising programs must be expanded and continually improved. U.S. policy must aim to keep as many young Americans as possible in high school until they graduate and to reconnect as many as possible of those who drop out despite educators’ best efforts to keep them in school.”][Request #S10-14-4884]

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SCHOOL FINANCE

Year-One Survey: Update on School District Finance and Flexibility. By Jennifer Kuhn and others, California Legislative Analyst's Office. (The Office, Sacramento, California) May 2010. 24 p.

Full text at:

http://www.lao.ca.gov/reports/2010/edu/educ_survey/educ_survey_050410.pdf

["The survey asked districts to report how they were responding to the newly granted flexibility to shift funds among, as well as away from, approximately 40 state-funded categorical programs. The survey also asked districts to report how they were using federal stimulus funding. We found that categorical flexibility is having a positive impact on local decision making and that the majority of districts generally appear to be using freed-up categorical funds to support core classroom instruction. Also, roughly two-thirds of the federal stimulus funds were used to minimize teacher layoffs and the remainder used to backfill reductions to categorical programs and make various one-time purchases. Finally, we lay out a package of recommendations that the Legislature could adopt in 2010-11 to provide school districts with additional flexibility."]

[Request #S10-14-5043]

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State Policies That Pay: A Survey of School Finance Policies and Outcomes. By Amy M. Hightower and others, Editorial Projects in Education Research Center. (The Center, Bethesda, Maryland) April 2010. 35 p.

Full text at: http://www.edweek.org/media/eperc_finance_0410.pdf

["Today, state policymakers face increased pressure not only to make do with the dollars they have, but also to do more with those limited resources than ever before. Public education officials must make important decisions about how to raise and distribute funds and about how those funds should be spent.... This report offers a unique perspective on states' efforts to generate and distribute funding to their schools and school districts at the onset of the severe economic downturn that has gripped the nation for more than a year.... The research presented in this report is largely descriptive and aims to present readers with accurate and current information on a range of key issues associated with school finance initiatives and outcomes."]

[Request #S10-14-5048]

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STUDENT LOANS

Costs and Policy Options for Federal Student Loan Programs. By Deborah Lucas and Damien Moore, Congressional Budget Office. (The Office, Washington, DC) March 2010. 36 p.

Full text at: <http://www.cbo.gov/ftpdocs/110xx/doc11043/03-25-StudentLoans.pdf>

["The federal government helps students finance higher education through two major loan programs -- one that guarantees loans made by private lenders and one that makes loans directly to borrowers. The two programs offer similar types of loans on similar terms to borrowers, but they differ significantly in how they are funded and administered.... This study compares the budgetary and fair-value costs of the federal student loan programs. It also looks at several options for modifying those programs including eliminating the guaranteed loan program after July 1, 2010, and expanding direct lending. In keeping with CBO's mandate to provide objective and impartial analysis, this report makes no recommendations."]

[Request #S10-14-4760]

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TEACHER DEVELOPMENT

Preparing Teachers: Building Evidence for Sound Policy. By the Committee on the Study of Teacher Preparation Programs in the United States, National Research Council. (National Academies Press, Washington, DC) April 2010.

["The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Teacher preparation is often treated as an afterthought in discussions of improving the public education system. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence."][Request #S10-14-5036]

Book. 234 p.

http://www.nap.edu/catalog.php?record_id=12882

Summary. 25 p.

http://www.nap.edu/nap-cgi/report.cgi?record_id=12882&type=pdfxsum

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Middle School Mathematics Professional Development Impact Study: Findings After the First Year of Implementation. By Michael S. Garet, American Institutes for Research, and others. (The National Center for Education Evaluation and Regional Assistance, Washington, DC) April 2010.

["First-year findings from a federal study of 77 middle schools suggest that even intensive, state-of-the-art efforts to boost teachers' skills on the job may not lead to significant gains in student achievement right away. This study is the second major experimental study by the U.S. Department of Education's Institute of Education Sciences to find that a high-quality professional-development program failed to translate into any dramatic improvements in student learning. A two-year study of efforts to improve teachers' instructional skills in early reading reached a similar conclusion in 2008.... While intensive professional development spurred teachers to change some of their instructional methods, students did not score significantly higher on tests as a result." Education Week (April 20, 2010) 1

Report. 208 p

<http://ies.ed.gov/ncee/pubs/20104009/pdf/20104009.pdf>

Executive Summary. 22 p.

<http://ies.ed.gov/ncee/pubs/20104009/pdf/20104010.pdf>

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TEACHERS

A Quality Teacher in Every Classroom: An Evaluation System that Works for California. By Accomplished California Teachers. (National Board Resource Center, Stanford, California) May 2010. 56 p.

Full text at: <http://nbrc.stanford.edu/act/reports/a-quality-teacher-in-every-classroom.html>

["An insightful report by an independent group of experienced teachers can provide needed middle ground on the polarized issue of how to evaluate -- and ultimately pay -- teachers. The report indicts the current system of drive-by teacher evaluations that are often perfunctory and usually unhelpful. It lays out a more intensive alternative that would take into account the full range of teachers' practice and performance while setting clear goals for improvement.... The report emphasizes that 'an array of student outcomes for teams of teachers as well as individual teachers' should be factored into an evaluation, not just standardized test scores. They might include formative assessments that show patterns of student improvement and 'the development of habits of mind that lead to improved academic success.'" Educated Guess (June 28, 2010.) 1.]
[Request #S10-14-5038]

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Devil in the Details: An Analysis of State Teacher Dismissal Laws. By Saba Bireda, Center for American Progress. (The Center, Washington, DC) June 2010. 58 p.

Full text at: http://www.americanprogress.org/issues/2010/06/devil_in_details.html

["The push for dismissal reform comes as districts across the country focus on improving human capital systems. Districts recognize that an inability to dismiss poor-performing teachers undermines efforts to ensure that every student is taught by a highly effective instructor. As districts begin implementing more effective evaluation systems that better identify both low- and high-performing teachers, changes will have to be made to dismissal processes to exit those teachers in a fair and efficient manner.... The starting point for dismissal reform lies in the state laws that give teachers specific protections when they are dismissed. This report will explain how state law shapes the dismissal process, outline the dismissal process in several states, and analyze the provisions common in state law that make teacher dismissal difficult. The paper also suggests reforms."][Request #S10-14-5033]

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The MetLife Survey of the American Teacher: Collaborating for Student Success. By Dana Markow and Andrea Pieters, Harris Interactive. (MetLife, New York, New York) April, 2010. 113 p.

Full text at: [http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife Teacher Survey 2009.pdf](http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2009.pdf)

["The survey examines the views of teachers, principals and students about respective roles and responsibilities, current practice and priorities for the future, addressing the issues of effective teaching and leadership, student achievement and teaching as a career. The Survey report was originally released in three parts, which have been combined into the document posted above: Part 1: Effective Teaching and Leadership examines views about responsibility and accountability; what collaboration looks like in schools, and if and to what degree it is currently practiced. Part 2: Student Achievement examines views on student goals, teacher expectations, and what educators believe would increase student achievement. Part 3: Teaching as a Career examines collaboration in the context of teacher professional growth, experience level and career path."]
[Request #S10-14-5040]

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Teacher Evaluation: New Approaches for a New Decade. By Jennifer Dounay Zinth, Education Commission of the States. (The Commission, Denver, Colorado) June 2010. 7 p.

Full text at: <http://www.ecs.org/clearinghouse/86/21/8621.pdf>

["The apparent reluctance of many... principals to utilize the additional flexibility granted under the new contract may indicate that issues such as teacher supply and/or social norms governing employment relations are more important factors than policymakers have realized. However, considering that many of the newly-enacted measures also amend principal evaluation practices -- often giving principals greater leeway for selecting the teaching staff in their buildings, while including student achievement as a measure in principal evaluations and continued employment -- these new policies may spur principals to use the teacher dismissal measures that, for whatever reason, they were reluctant to apply in the past."]
[Request #S10-14-5053]

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Do More Effective Teachers Earn More Outside of the Classroom? By Matthew M. Chingos and Martin R. West, Harvard University. CESifo Working Paper Series. (CESifo, Munich, Germany) March 2010. 46 p.

Full text at:

http://www.ifo.de/pls/guestci/download/CESifo%20Working%20Papers%202010/CE Sifo%20Working%20Papers%20March%202010/cesifo1_wp2996.pdf

[“Every debate about teacher compensation policy draws heavily on arguments about what current teachers could be making in other sectors of the economy.... Teachers who were more effective in the classroom (as measured by their students’ test score gains) earn more in other industries than other teachers who left the profession. Among full-time workers, a one standard deviation increase in estimated value added is associated with 6–9 percent greater earnings outside of teaching. The relationship between classroom effectiveness and earnings is consistently stronger outside of teaching than for the same groups of teachers while in the classroom. The patterns strongly suggest that existing teacher compensation systems do not fully account for differences in opportunity wages among current teachers.”]

[Request #S10-14-4829]

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UNIVERSITY OF CALIFORNIA

University of California Annual Accountability Report. By the University of California. (The University, Oakland, California) May 2010. 189 p.

Full text at:

<http://www.universityofcalifornia.edu/accountability/documents/accountabilityreport10.pdf>

["The measures or 'indicators' that are used in this report cover a wide range of topics, from undergraduate access, affordability and success, through research and the University’s budget and finances.... Together with other progress reports that are routinely produced by the campuses, the Academic Senate and the systemwide administration, these accountability reports will be used to understand how well -- and at what cost -- the University is meeting its goals, and how much its core functions are affected by changes in internal and external environments. They also will support strategic planning and inform budgetary decision-making; help ensure responsible stewardship of the institution; and promote and reflect the University’s commitment to be open and accountable to all Californians."]

[Request #S10-14-5041]

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WORKFORCE PREPARATION

Funding Career Pathways and Career Pathway Bridges: A Federal Policy Toolkit for States. By the Center for Law and Social Policy. (The Center, Washington, DC) May 2010. 46 p.

Full text at:

<http://www.clasp.org/admin/site/publications/files/FundingCareerPathwaysFederalPolicyToolkitforStates.pdf>

["One approach many states are adopting to fix fragmented and leaky educational pipelines is that of career pathways and career pathway bridge models. Career pathways are linked education and training services that enable students, often while they are working, to advance over time to successively higher levels of education and employment in a given industry or occupational sector.... Specifically, the toolkit aims to help states: 1) Understand possible key components and tasks involved in developing, implementing, and maintaining career pathways and career pathway bridges; 2) Identify how federal resources can support these key components and tasks; and 3) Pinpoint state policy changes or other state actions needed to fully realize federal funding opportunities."]
[Request #S10-14-5046]

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Building a Learning Agenda Around Disconnected Youth. By Dan Bloom and others, MDRC. (MDRC, New York, New York) March 2010. 50 p.

Full text at: <http://www.mdrc.org/publications/545/full.pdf>

["The goal of the paper's recommendations is to develop a menu of approaches for the heterogeneous population of disconnected youth. The recommendations fall into two broad categories: building knowledge about mature, existing programs (to better understand whether they work, for whom, and why) and investment in developing and/or scaling up new programs that address areas of unmet need, such as efforts to restructure General Educational Development (GED) preparation programs so that they are more tightly linked with postsecondary programs, both occupational and academic; new 'leg-up' strategies for older youth with very low basic skill levels, for whom a GED may not be a realistic goal; and new strategies to engage young people who are more profoundly disconnected and unlikely to volunteer for youth programs."]
[Request #S10-14-4670]

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A New National Approach to Career Navigation for Working Learners. By Vickie Choitz, Jobs for the Future, and others. (Center for American Progress, Washington, DC) March 2010. 72 p.

Full text at:

http://www.americanprogress.org/issues/2010/03/career_navigation_learners.html

["The United States lacks a coherent, planned career navigation system. Such a system was unnecessary when the primary prerequisites for many middle-class jobs were physical strength and endurance. But as the nation shifted to an economy based on information and knowledge, education and skills became the paths to success. And gaining that preparation for work is not easy. Career navigation supports have emerged from a variety of sources but in highly uneven and disorganized ways. The assistance today is a hodgepodge of different types and intensities of guidance offered by different institutions and people with varying levels of qualifications. On top of all this, demand for career navigation services is strong and expected to grow."]

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