

Selected Resource links: Educational Attainment

The references were compiled from multiple sources during September and October of 2008 for the convenience and reference of conference participants. Many of them were suggested by presenters and practitioners in the field. To find references on a particular topic, it is suggested that the user conduct searches using the "word find" feature of the software being used to view this document.

The summaries below were taken directly from the web sites publishing the item. Attempts were made to select descriptive passages to include below but their accuracy cannot be guaranteed. The web sites below were free and open to the public at the time the document was reviewed, though some of the web sites may require that users register before gaining access. In some instances, only summaries of the document are available for free online and the full document can be obtained for a fee.

This list is not all inclusive and was not intended to be. There are many valuable resources available both in print and online that are not included here. Likewise, inclusion in this list does not constitute endorsement by the Appalachian Regional Commission. Users are encouraged to review all program guides, articles, and research studies with a critical eye.

21st Century Skills, Education & Competitiveness: A Resource and Policy Guide

This guide summarizes the challenges and opportunities that, if left unaddressed, will curtail our competitiveness and diminish our standing in the world. The warning signals are blinking red. We can thrive in this century only with informed leadership and concerted action that prepares Americans to compete... And we need to act accordingly: Every aspect of our education system—preK–12, postsecondary and adult education, after-school and youth development, workforce development and training, and teacher preparation programs—must be aligned to prepare citizens with the 21st century skills they need to compete.

http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf

Accelerated Math

Accelerated Math is a software tool used to customize assignments and monitor progress in math for students in grades 1-12. The report reviewed 38 studies investigating the effects of "Accelerated Math" on the performance of middle school students.

http://ies.ed.gov/ncee/wwc/reports/middle_math/accel_math/

California Dropout Research Project What Happened to Dropouts From the High School Class of 2004?

We analyzed data from a national study that tracked high school sophomores from 2002 through 2006, two years after their expected graduation. We compared the educational and employment experiences of two groups of students in California and in the rest of the nation—those who dropped out after tenth grade and those who never dropped out.

<http://www.lmri.ucsb.edu/dropouts/>

College Access and Success State Data

College Access and Success State Data is a collection of state-specific resources visually broken down by state. This online resource provides researchers, policy analysts, and practitioners easy access to important state-based data regarding student access and success. Information for all 50 states is broken down into several broad domains:

- Demographics
- Youth Well-being
- K-12/College Preparation
- Access and Participation
- Financial Aid/Affordability
- Higher Education Retention, Transfer, and Success

By selecting a specific state, you can review data from multiple sources that is specific to your state.

<http://www.pathwaystocollege.net/statelibraries>.

College Access Marketing Campaigns: Reaching the Right People, Solving Policy Problems

This new brief for Pathways' college access marketing online series outlines strategies organizations can use when making their case for the necessity of College Access Marketing campaigns to policymakers. It also defines the roles policymakers and shapers should play in supporting a campaign.

<http://www.pathwaystocollege.net/pdf/CAM-Policymakers.pdf>

Dropout Risk Factors and Exemplary Programs: a Technical Report

C. Hammond, J. Smink, & S. Drew: National Dropout Prevention Center. D. Linton: Communities In Schools, Inc. May 2007. This study, conducted by NDPC/N, and sponsored by Communities In Schools Inc., finds that there are multiple risk factors which increase the likelihood that students will drop out. The evidence clearly shows that dropout is always the result of a long process of disengagement that sometimes begins before the child enrolls in kindergarten. The report also provides information on 50 programs that were found to be effective in addressing these risk factors.

http://www.dropoutprevention.org/resource/major_reports/communities_in_schools/Dropout%20Risk%20Factors%20and%20Exemplary%20Programs%20FINAL%205-16-07.pdf

Dropout and Completion Rates in the United States: 2006.

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2006 and provides data about trends in dropout and completion rates over the last three decades (1972-2006), including characteristics of dropouts and completers in these years. Report highlights include: The averaged freshman graduation rate (AFGR), which provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade, was 74.7 percent for the class of 2005. Students living in low-income families were approximately four times more likely to drop out of high school between 2005 and 2006 than were students living in high-income families. In October 2006, approximately 3.5 million civilian noninstitutionalized 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053>

The Commonwealth Institute for Parent Leadership offers a variety of programs aimed at bringing together parents, teachers, community members, and school administrators for training, information, and experiences that help them work as partners to raise student achievement. The program was developed by the Prichard Committee in 1997 as a way to support informed, skilled, and parents as effective advocates who are passionate about improving Kentucky public schools.

<http://www.prichardcommittee.org/CIPL/tabid/31491/Default.aspx>

Corporate investments in college readiness, access

A new report indicates that U.S. corporations recognize that they can push for systemic change in college readiness and access. *Corporate Investments in College Readiness and Access* by the Institute for Higher Education Policy for the Business-Higher Education Forum, examines major corporations' philanthropic support for efforts to increase the likelihood that students will graduate from high school fully prepared to enroll and succeed in college.

http://www.ihep.org/assets/files/publications/a-f/Corporate_Investments.pdf

Dropout Prevention

Geared toward educators, administrators, and policymakers, this guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and partnering with community groups and local businesses to prepare students for life after graduation.

<http://ies.ed.gov/ncee/wwc/> http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Education at a Glance 2008: OECD Indicators

Across OECD countries, governments are seeking policies to make education more effective while searching for additional resources to meet the increasing demand for education. The 2008 edition of *Education at a Glance: OECD Indicators* enables countries to see themselves in the light of other countries' performance.

http://www.oecd.org/document/9/0,3343,en_2649_39263238_41266761_1_1_1_1,00.html

Education in China: Lessons for U.S. Educators

China's tremendous economic growth has been the subject of widespread media attention. Far less well known but equally impressive are the great strides China has made in education in a relatively short period of time and its ambitious plans for the future. These developments have enormous implications for the U.S. education system.

<http://asiasociety.org/education/pgl/publications/ChinaDelegationReport2005.pdf>

Evaluating the Impact of Interventions That Promote Successful Transitions from High School

This research brief examines the challenges and opportunities presented in evaluating whether an intervention achieves defined goals of increasing students' educational attainment, employment, and earnings after high school.

<http://www.mdrc.org/publications/491/abstract.html>

Generational Gains in Postsecondary Education Appear To Have Stalled

The tradition of young adults in the United States attaining higher levels of education than previous generations appears to have stalled, and for far too many people of color, the percentage of young adults with some type of postsecondary degree compared with older adults has actually fallen, a new report by the American Council on Education (ACE) concludes.

http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=29423

The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools

State prosperity begins with an educated workforce. If students who dropped out of the high school Class of 2008 instead earned diplomas, the nation's economy would benefit from an additional \$320 billion in wages, taxes, and productivity over these students' lifetimes, according to Alliance for Excellent Education.

<http://www.all4ed.org/files/HighCost.pdf>

Intervention: JOBSTART

JOBSTART is an alternative education and training program designed to improve the economic prospects of young, disadvantaged high school dropouts by increasing educational attainment and developing occupational skills. The program has four main components: (1) basic academic skills instruction with a focus on GED (General Educational Development) preparation, (2) occupational skills training, (3) training-related support services (such as transportation assistance and childcare), and (4) job placement assistance. Participants receive at least 200 hours of basic education and 500 hours of occupational training.

Intervention Report: **http://ies.ed.gov/ncee/wwc/pdf/WWC_Jobstart_031808.pdf**

Technical Appendices: **http://ies.ed.gov/ncee/wwc/pdf/Jobstart_APP_031808.pdf**

Learning in a Global Age: Knowledge and Skills for a Flat World

The Asia-Pacific Forum on Education, held at the Grand Hotel Beijing, on November 14-17, 2006, brought together a multi-sector group of policy leaders and education innovators from Asia and the United States to discuss how to prepare students for a global age. Participants, including Ministry officials, business and technology leaders, education innovators, and scholars engaged in focused discussions on today's shared challenges and innovations in education worldwide.

<http://asiasociety.org/education/pgl/publications/APforumreport.pdf>

Math and Science Education in a Global Age

Faced with an increasingly urgent achievement gap in math and science that may hinder U.S. competitiveness, American educators and policymakers are studying best practices in China and other Asian countries that produce better results. This report outlines key ways in which China, and East Asia more broadly, have been successful in producing higher student achievement in math and science.

<http://asiasociety.org/education/pgl/publications/mathsciencereport.pdf>

The New Century High Schools Initiative

The *New Century High Schools Initiative* is a program designed to improve large, underperforming high schools by transforming them into small schools with links to community organizations. *New Century High Schools* each have about 400 students; the small size is intended to foster strong relationships between students and educators. These schools commit to a broad set of educational principles, but are free to make their own choices about curriculum.

No studies of the New Century High Schools Initiative that fell within the scope of the Dropout Prevention review meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time, the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of New Century High Schools.

http://ies.ed.gov/ncee/wwc/reports/dropout/new_century/index.asp

Out of Many, One: Toward Rigorous Common Core Standards From the Ground Up

This report presents an analysis of the college- and career-ready standards for English in 12 states and for mathematics in 16 states.

<http://www.achieve.org/files/CommonCore.pdf>

Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials from 1997 to 2006.

This issue brief examines trends from 1997 to 2006 in the number of sub-baccalaureate postsecondary institutions that offer programs in career/technical education (CTE), and the number of sub-baccalaureate CTE credentials awarded by postsecondary institutions.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008001>

Preparing High School Students for Successful Transitions to Postsecondary Education and Employment

This issue brief highlights lessons from selected policies and programs designed to improve students' preparation for postsecondary pathways. The publication summarizes core characteristics of popular interventions in a user-friendly chart, poses overarching implementation questions and challenges, and includes considerations for students with disabilities. The brief notes that a number of promising approaches are available to improve transitions out of high school, but cautions that effective implementation is key.

<http://www.mdrc.org/publications/489/abstract.html>

Pushing the Envelope: State Policy Innovations in Financing Higher Education for Workers Who Study

A new policy brief from Jobs for the Future and the National Council for Workforce Education profiles 12 states that are leading policy efforts to improve college access for working adults by expanding, changing, or creating innovative funding programs. Pushing the Envelope: State Policy Innovations in Financing Higher Education for Workers Who Study is part of the Breaking Through initiative to help low-literacy adults prepare for and succeed in college.

<http://www.jff.org/Documents/BTPushingEnvelope.pdf>

Putting the World into World-Class Education: State Innovations and Opportunities

States have been working individually and collectively on initiatives to integrate international knowledge and skills into schools. This paper, published by Asia Society and the Council of Chief State School Officers, provides examples of state-led innovations to promote international education.

<http://asiasociety.org/education/pgl/publications/stateinnovations2008.pdf>

Reinventing District Central Offices to Expand Student Learning

In recent years, midsized to large school district central offices across the country have begun to undertake challenging initiatives to reinvent themselves to more intentionally support learning for all students districtwide. These learning- and equity-focused efforts build on decades of research showing that learning improvements fail to penetrate the majority of schools in a district without substantial central office support for various changes throughout district systems. What do research and experience teach about the dimensions of central office reinvention that seem to matter for expanding student learning? How can central office administrators participate productively in the reinvention process?

http://www.centerforcsri.org/index.php?option=com_content&task=view&id=366&Itemid=98

States Prepare for the Global Age

State leaders who attended the Institutes recognized the pressing need to begin preparing their students for the global age and have developed statewide initiatives that have accomplished much in just three years. Outlined in the opening essay by Edward B. Fiske, former Education Editor of the New York Times, are leadership initiatives that hold real promise: Governor's task forces, legislation and policy statements, summits, public surveys, professional development initiatives, revisions of high school graduation requirements, innovative uses of technology, and other curriculum reforms. Profiles of the seventeen states provide examples of new programs that can be scaled up, as well as the gaps in our knowledge that must be addressed.

<http://asiasociety.org/education/pgl/publications/statesprepare.pdf>

Striking the Balance: Career Academies Combine Academic Rigor and Workplace Relevance

This snapshot takes a closer look at implementation of the Career Academy model, an innovative approach to infuse life relevancy and critical thinking skills into the academic curriculum, in a high school in Oakland, California. Painting a picture of one high school's experience, the resource documents the mechanics of the program, how it prepares students for college, and the challenges encountered along the way. A **recent report from MDRC** shows that Career Academies can produce sustained employment and earnings gains, particularly among young men.

<http://www.mdrc.org/publications/490/abstract.html>

US culture derails girl math whizzes

A culture of neglect and, at some age levels, outright social ostracism, is derailing a generation of students, especially girls, deemed the very best in mathematics, according to a new study. In a report published today (Oct. 10) in the *Notices of the American Mathematical Society*, a comprehensive analysis of decades of data on students identified as having profound ability in math describes a culturally constricted pipeline that puts American leadership in the mathematical sciences and related fields at risk.

http://www.eurekaalert.org/pub_releases/2008-10/uow-ucd100308.php