

2020 Vision Roadmap

A Pre-K Through Postsecondary
Blueprint for Educational Success



National
Opportunity
to Learn
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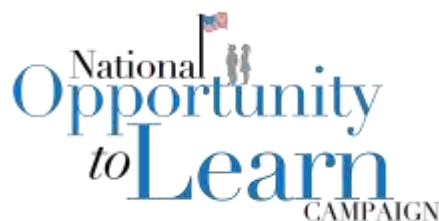
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EXECUTIVE SUMMARY

In 2010, the President set a goal for the U.S. to become the global leader in postsecondary degree attainment by the year 2020. Yet, more than 7,000 students, many of whom are not proficient in reading and math, are leaving or being pushed out of U.S. schools each day. A new study commissioned by the Schott Foundation for Public Education shows that the U.S. cannot achieve the President's 2020 goal if our schools continue to hemorrhage large segments of our nation's youth.

Findings from this report indicate that the United States will need to increase its high school graduation rate by 17.5 percentage points in order to reach the 2020 goal. An additional 2.9 million 9-12th graders are projected between now and 2020 due to population growth, and the U.S. will need an additional 5.7 million enrollments to retain enough students to meet the high school graduation goal.

These projections underscore why we must adopt comprehensive and aggressive measures to recover students who have quit or been pushed out, restore students who have been left behind, provide broader access to the components that work and modernize schools to meet the demands of 21st century learning.

Accordingly, this document is designed to serve as a blueprint for implementing a comprehensive package of policy reforms that seek to increase the quantity of students who succeed at every stage of the educational pipeline and the quality of the education they receive. Different from most calls for reform, it considers the educational pipeline in its entirety—from early childhood through postsecondary attainment—and offers evidence-informed strategies to boost access, quantity and quality at every stage.

This blueprint also serves as a how-to guide for policymakers, school officials, education advocates, and business and community leaders who want to advance policy changes that will unleash the power and potential of our nation's youth; a fundamental component of America's economic engine and its most precious resource.

The prescriptions include implementing a compulsory system of universal pre-K to grow a robust pipeline that will allow the U.S. to stay on its postsecondary trajectory once attained. That includes strengthening academic and social supports at every stage of the educational pipeline, ensuring equal access to the human and material resources needed to develop and sustain a serious culture of learning, creating multiple pathways for post-secondary attainment and aligning each stage in the educational pipeline with the next placing a deliberate focus on postsecondary attainment.

In light of the limitations of the current U.S. educational system, a plan to achieve the 2020 goal MUST be powerful and broad enough to give all students an opportunity to learn. This blueprint seeks to provide key stakeholders with an understanding of what it will take to turn our nation's educational descent into ascent. We cannot wait. It's opportunity time!

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INTRODUCTION

“Let us in education dream of an aristocracy of achievement rising out of a democracy of opportunity.”

Thomas Jefferson

In 2010 President Obama announced a goal for the United States to become the world leader in the production of postsecondary graduates by the year 2020. Despite the goal’s positive intent, many recognize that the nation is not on target to meet it without urgent action to bring our policies, practices and investments into line with the goal’s underlying expectations. This will require adopting an aggressive and comprehensive approach to education reform with an emphasis on improving equity of opportunity, quality and access so that all children receive a substantive opportunity to learn that empowers them to become successful adults. The focus on equity of opportunity, quality and access is mandatory given powerful trends that are currently reshaping the national and global landscape.



Despite some areas of progress, in many ways the United States presents less opportunity today than it has for more than two generations. The economic crisis, complicated by the jobs and housing crises, a worldwide recession and long-term budgetary challenges, raises the prospect that today’s young Americans may be the first generation since the Great Depression to find the American Dream economically out of reach. And, judging by recent gridlock among prominent U.S. political institutions, they can no longer take access to a functional democracy for granted. Simply stated, America’s standing in the global marketplace has been dramatically altered by a new era of global competition that has shifted manufacturing jobs that require less education overseas while increasing the need for a highly functional democracy and highly educated, highly skilled workers in sectors strongly influenced by science, engineering, and technology at home.

Many experts agree that a robust system of quality public education is essential for an educated and productive citizenry, a functioning and responsive political system, and a robust economy. One of the most important variables determining the future prospects of the U.S. as global leader is whether we cultivate and grow the human capital necessary to meet and exceed the demands of the 21st century economy and a thriving democracy. The time has arrived to restore those students who have been left behind, provide broader access to the systemic components that work, and modernize our public education system to address 21st century realities.

The declining international performance of all U.S. students and the growth in populations that have been disadvantaged by systemic educational inequities means that there is an urgent need to invest in a comprehensive set high-yield evidence-informed strategies that increase the quantity of students who succeed at every stage of the educational pipeline. Furthermore, the pace of implementing these evidence-informed reforms must be accelerated, not only to advance our national 2020 goal, but also because delaying action will force the nation to dig out of a nearly impossible deeper hole—at significantly greater expense—to achieve the same results in the future. The time to act in a big way is now!

Toward this goal, this document is designed to serve as a blueprint for comprehensive education reform. Different from most calls for reform, it considers the educational pipeline in its entirety—from early childhood through postsecondary attainment—and offers evidence-informed strategies to boost access, quantity and quality at every stage. The strategies offered in this blueprint provide policymakers, school officials, education advocates, and business and community leaders with the guidance they need to pursue policy and practice-based changes that will unleash the power and potential of our nation’s youth; a fundamental component of America’s economic engine and its most precious resource.

This document builds upon the [Opportunity to Learn framework](#) which embraces four core elements that make students more likely to achieve state proficiency standards, graduate from high school, and have higher postsecondary education attainment rates. The core elements are: 1) universal early childhood education, 2) highly qualified and effective teachers, 3) college preparatory curricula, and 4) equitable instructional resources. Without systematically providing equitable access to these elements it is virtually impossible to sustain a high-performing educational system that provides a critical mass of the students a fair and substantive opportunity to learn.

Many of the recommendations in the blueprint are intended to reflect and support the efforts of foundations, non-profits and community-based coalitions that have been working diligently to tackle the most intractable aspects of the current system. These include

- The Pew Center on the States Pre-K Now Campaign, the Campaign for Grade Level Reading coalition, The Broader, Bolder Approach to Education, and Dignity in Schools Campaign;
- Lumina Foundation’s Big Goal and America’s Promise;
- Civic Marshall Plan.

These and other initiatives offer many important insights that should be advanced as a part of a collective, comprehensive effort to build the public and political will for investing in transformational

systemic reforms.

This document is organized by sections that correspond to each stage of the educational pipeline while also providing guidance on foundational crosscutting strategies that apply to more than one educational level. It is important to note that this document is not intended to be a research paper or report. Rather, it points to clear evidence-informed strategies and policies that must be pursued on a larger scale, and at every stage of the educational pipeline, in order to produce more post-secondary graduates prepared to succeed in life, work and citizenship.

CROSS CUTTING FOUNDATION ISSUES

“Cross-cutting” foundation issues are items without which it is virtually impossible to sustain any high-performing educational system and provide most students with a fair and substantive opportunity to learn. From student support and data systems to curricula alignment and professional development, they are relevant at more than one point in our educational system.



Strategy 1: Close School Funding Gaps to Boost Student Access and Success

Student academic achievement is threatened by inequitable public funding structures, which leave some schools, districts, and colleges without the resources necessary to support a high-quality educational experience for all.¹ Although provisions in the Elementary and Secondary Education Act (ESEA) are intended to help offset these disparities with additional funding for districts and schools with certain characteristics, the federal contribution does not close the gap between high and low wealth schools and districts. In fact, the federal government provides only 11 percent of funding for elementary and secondary education nationally – compared with 89 percent from state and local funding sources.² School financing is key to creating the learning conditions that increase high school and postsecondary graduates, so equitable educational financing *must* be an integral part of comprehensive education reform.

1.1 Increase overall school funding levels and ensure that funds are equitably distributed.

The Education Law Center, with support from the Ford Foundation, conducted a comprehensive review of state education funding policies and found that there are several ways to interpret fairness in school financing policies: overall spending levels, how funds are distributed, the percentage of effort exerted, and coverage (the proportion of school-age children attending state public schools compared to the number attending parochial or private schools, or being home-schooled). State officials should work to ensure the appropriate balance between the various measures. At the same time, they must ensure the

¹ Baker, Bruce D., Sciarra, David G. and Danielle Farrie, Is School Funding Fair? A National Report Card (Newark: Education Law Center, 2010).

² U.S. Department of Education. Retrieved on July 5, 2011 from: <http://www2.ed.gov/about/overview/fed/role.html>

overall adequacy of funding and the equitable distribution of funds by using a progressive formula that focuses on districts and schools with high levels of poverty among their students. Under the current Elementary and Secondary Education Act (ESEA), the comparability provision requires that states equitably allocate state and local monies between Title I (economically disadvantaged) and non-Title I schools before receiving federal Title I funds. In theory, this would prevent states from employing an inequitable allocation system with state and local funds and then using federal dollars to offset that inequity. In practice, however, states often use data that is not indicative of true equity, such as comparable student-teacher ratios between high- and low-poverty schools, or district-wide average teacher salaries. This information, while useful for other purposes, does not reveal disparities in teacher salaries between high- and low-poverty schools, or the stark differences in the amounts spent per student in high- and low-poverty schools.

Potential Policy Actors:

- ✓ Federal legislators and executive agency administrators
- ✓ State legislators and governors
- ✓ State education agencies
- ✓ State boards of education
- ✓ School boards

1.2 Support funding and accountability for high quality school facilities.

Studies consistently find that high-poverty schools receive fewer infrastructure investments than wealthier schools. When high-poverty schools do receive funds to invest in their facilities, this money tends to be only for basic repairs. School buildings need to be warm, clean, well lighted and outfitted to accommodate the instrumentalities of learning such as science labs and broadband technology. Students that do not have access to high-quality school facilities are placed at an educational disadvantage. Federal and state governments should invest in modernizing schools serving their students living in poverty.

Potential Policy Actors:

- ✓ Federal legislators and executive agency administrators
- ✓ State legislators and governors
- ✓ State education agencies
- ✓ State boards of education
- ✓ School boards

1.3 Support funding for high-quality instructional materials.

The ability of teachers to teach and children to learn well is dependent upon their access to high-quality instructional materials such as updated textbooks, digital learning tools, education supplies and equipment, resource-rich libraries and a college preparatory curriculum. An [Education Commission of the States](#) analysis determined that states with sustainable processes for maintaining high-quality instructional materials had a formal policy requiring the materials, a formal policy establishing a process for funding the materials, and a clearly established cycle for refreshing

the materials. States, with additional funding from localities, should ensure they adopt legislation or policy that includes these three components.

1.4 Support funding for highly qualified and effective teachers and other professional staff in struggling schools.

Studies show that access to highly qualified and effective teachers are important for ensuring the academic success of students from low-income households. Other staff professionals such as counselors, social workers and nurses contribute to students' academic success by helping children navigate physical and emotional challenges while also supporting their health and well-being. A U.S. Department of Education [report](#) shows that districts spend fewer state and local dollars on teacher salaries in low-income schools when compared to higher income schools in the same district. The federal government should amend the Elementary and Secondary Education Act to ensure equitable state and local spending for teachers across schools and districts. States and localities should also adopt policies ensuring comparable spending on teacher salaries across schools and districts.

CASE STUDY

In 2004, the Oakland Unified School District introduced their Results-Based Budgeting system, which, among other measures, established a minimum funding level for schools in the district and adjusted all school budgets to meet that level. This allowed schools previously below this level to compete on an equal playing field and attract experienced, veteran teaching staff that tended to migrate to schools that received more funding and could offer better salaries.

CASE STUDY

In August 2011, the 21st Century Schools Fund and the Economic Policy Institute initiated FAST! (Fix America's Schools Today). This program calls for money to be added to the ESEA reauthorization to complete deferred maintenance in all 16,000 school districts that receive Title I funds. In 2009, the 21st Century Schools Fund published a summary of studies conducted since 2000, which point to "a small but steadily positive relationship between the quality of a public school facility and a range of academic and community outcomes." The studies describe correlations between poor physical environment and disrepair in schools and high incidence of behavior problems, drop-outs, teacher turnover and substandard test scores.

Advocacy and Policy Actions to Close Education Financing Disparities

- **The federal government** should encourage states and local education authorities to make funding adequacy and fairness prerequisites for receipt of federal education funds. Any school funding system that is overly reliant on local property taxes should be viewed as suspect, and the burden should then be placed on the state and locality to demonstrate how they are maintaining adequate and equitable education funding.

- **Federal lawmakers** should propose school finance equity measures as a condition of federal funding and amend ESEA to compel states to implement true equity measures between, among and within districts based on need.
- **State legislators** should prescribe and enforce basic standards for the physical environment of schools in the state, including incentives that help shape school development and renovation in a manner consistent with 21st century learning
- **State legislators and governors** should revise their state education funding formulae to increase revenue to economically disadvantaged communities and schools. States can consider a broad range of factors in their funding formulae, including classroom and instructional components, per student spending, likely capital outlay for maintenance and improvements of facilities and overall fiscal capacity. Further, jurisdictions can attach, as a condition of funding, standards that prescribe basic per student spending levels, and they can set minimum requirements for percentage of budgets spent on educational processes and teaching personnel per school and other factors.
- **State legislatures** should require as a condition of funding, and with funding support, that school districts develop an education facility master plan coordinated with their community's comprehensive plan. This plan should include, at a minimum: an inventory of current facilities, their capacity and an assessment of their current condition; current and projected enrollment; an analysis of the current and projected future needs of the district and potential sources of funding. States should then match funds raised by the district to support the plan's implementation.
- **States legislatures**, with additional funding from localities, should ensure they adopt legislation or a formal policy requiring high quality instructional materials, a formal policy establishing a process for funding the materials, and a clearly established cycle for refreshing the materials.
- **Federal lawmakers** should amend the Elementary and Secondary Education Act to ensure equitable state and local spending for teachers across schools and districts. States and localities should also adopt policies ensuring comparable spending on teacher salaries across schools and districts.
- **Local education authorities**, including school boards, can prescribe transparent budget parameters that identify actual funding levels per school and per student. School districts should ensure that funds are distributed to schools using a progressive formula that targets additional resources to high-need schools serving students with greater levels of poverty. States should regularly review district funding distribution systems and enforce fairness as appropriate.



Action Steps for Advocates

- ✓ Find out how much money your school system receives and from what sources. It is advisable to use the same data set as your state and local policymakers, which may be from the state department of education or your legislative services commission. For a broader view, go to the U.S. Census Bureau, which maintains school finance data on all school systems in the United States, including percentages from federal, state and local resources. The most recent report from the Census Bureau can be found at: <http://www2.census.gov/govs/school/09f33pub.pdf>. For a qualitative analysis of state school financing systems in Education Week's *Quality Counts 2011* report, go to: <http://www.edweek.org/media/ew/qc/2011/16sos.h30.finance.pdf>.
- ✓ Identify barriers to financing equity in your school system (including legal/policy barriers) and the decision-makers who can change them.
- ✓ Perform an inventory of assets that will help promote financing equity. This could include champions in the community (policymakers or parent and community groups) who can speak in favor of equity or advocate for policy change and partnerships with national organizations
- ✓ Develop strategies to promote parental and community involvement that change inequitable financing systems. The voice of parents and the community is often more powerful than that of other policymakers or opinion leaders in education policy.
- ✓ Consider all remedies. The best-case scenario is that policymakers, parents and community groups would come together to reform school financing systems that are not beneficial to all children in their school system. Often, this does not happen. In 1993 the Campaign for Finance Equity filed suit against the state of New York alleging that the state's system of financing schools was unconstitutional. In 2006, the Court of Appeals found in favor of the Campaign and mandated an increase in funding for New York City schools.
- ✓ Although state legislatures may revise the state education funding formula to compensate for inequity, most legislators are hesitant to reform their funding system because of political pressures. Advocates will need to build strong coalitions that work to educate legislators about the importance of providing equitable funding.
- ✓ The federal ESEA was originally designed to provide better educational opportunities to students in low-income communities. Advocates will need to understand how federal policies affect the funding of their schools and work to educate their Congressional representatives about the important role Congress should play to guarantee all children an opportunity to learn.

Strategy 2: Define School and Student Success Metrics to Enhance Quality of Educational Outcomes

In education, “alignment” is a fancy word that stands for a commonsense notion: at every level of education, students should learn what they need to know in order to do well at the next level in a trajectory that eventually prepares them for college, career and citizenship. Early education programs should give students and parents what they need for a strong start. Elementary school should prepare students for middle school; middle school should prepare students for high school; high school should prepare students for postsecondary institutions; and community college should enable students to easily transfer to baccalaureate programs. Unfortunately, our education system often falls short of these goals.



College readiness is not always a clear goal of K-12 education and student mobility can come at a high cost. Although student mobility is something that schools cannot control, the academic downside of moving frequently can be addressed systemically by making sure that the curriculum is aligned across schools and grades. When high school curricula do not lay a foundation for college, and when students move frequently from one institution to another, money and time are wasted. Students may accumulate credits that ultimately do not add up to a high school or post-secondary credentials and student and national success are undermined. (Adelman 2010, Brown Lerner and Brandt 2006, Carnegie Council 2010, Green and Forster 2003, Hooker and Brandt 2010, Tierney et al. 2009). By defining and adopting measures for success that are aligned with the next stage of the educational pipeline we can improve the performance of the system as a whole and more importantly, enhance the performance of the mobile 21st century student that our system serves.

2.1 Adopt and equitably implement the Common Core State Standards with Common Resource Standards

While not an absolute determinant of coordination, national standards within each academic area can encourage alignment of educational content at every grade level. Adopting and implementing the Common Core State Standards for primary and secondary education can help ensure alignment with learning

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies
- ✓ School boards

standards required by institutions of higher education and across jurisdictions. These standards must also be available for each student, school and district to achieve the common core goals. Although over 40 paired with Common Resource Standards to ensure that supports are states have adopted the standards, few have developed strategies for equitably delivering them.

2.2 Ensure vertical alignment of college and university course content.

Today's student is more mobile than those in past decades and many commence their postsecondary education at community colleges with the intention of transferring to four-year universities. Poor supports and a lack of alignment between community colleges and universities hinder the ability of many of these students to complete a baccalaureate degree. By establishing common postsecondary standards of learning, institutions could facilitate the transfer of corresponding credits and increase degree completion by non-traditional and mobile students.

The [Center for the Study of Community Colleges](#) in partnership with the [Bill & Melinda Gates Foundation](#) studied transfer associate degree policies in four states. These states implemented transfer and articulation reforms over the past two to 15 years, and formulated seven curricular and policy-related elements of a successful transfer program: 1) a common general education package, 2) common pre-major and early-major pathways, 3) a focus on credit applicability 4) junior status upon transfer 5) guaranteed or priority university admission, 6) associate and/or bachelor's degree credit limits; and 7) an acceptance policy for upper-level courses.

California took a legislative approach to the issue of alignment with the passage of SB 1440, the Transfer/Associate's Degree Efficiency Bill, in September 2010. The legislation requires California's community colleges to create degrees for transfer to the California State University (CSU) system. The bill forbids community colleges to require additional

courses for this degree, and guarantees those who earn the degree admission to a CSU campus with junior status. The CSU Chancellor's Office and the Community Colleges Chancellor's Office estimate that SB 1440 will save the state approximately \$160 million a year, allowing the community college system to serve 40,000 more students a year and the CSU 13,000 more students a year. The bill received unanimous bipartisan support throughout the legislative process.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies

Policy Actions to Define School and Student Success Metrics

- **States** should, as a first step, adopt the Common Core curriculum for primary and secondary education and ensure that a comprehensive implementation plan is in place. The steps necessary for implementation include: ensuring that standards are coordinated with learning standards required by institutions of higher education, changing state assessments, changing curriculum guides or materials, changing professional development programs, creating or revising educator evaluation systems, requiring districts to implement the CCSS, ensuring implementation at lowest performing schools, and revising certification standards to conform with CCSS.
- **State legislators or education agencies** should sponsor legislation or create statewide transfer and articulation policies that create alignment across postsecondary institutions and facilitate the transfer of students across institutions, and require the adoption of a transfer education core curriculum. Although transfer and articulation policies can spur transfer across both two- and four-year institutions, they can be particularly useful to promote attainment of baccalaureate degrees by those who might otherwise reach earn associates degrees as their highest level of educational attainment, including racial and minorities, immigrants and non-native English speakers. These policies can help ensure that credits attained at the community college level are both preparatory for and transferable to four-year colleges and universities.
- **State and local education agencies** should secure the buy-in of postsecondary institutions' leadership in their state by articulating a clear vision and shared goals for implementing transfer and articulation policies, and by including them in task forces that develop those policies for their state. SEAs can also later provide or support technical assistance to participating institutions by helping with practical steps such as determining course equivalency among institutions.

Action Steps for Advocates

- ✓ Form coalitions with other groups that support the adoption of the CCSS. Engage with coalitions in states that have adopted the standards and obtain best practices on how to implement them.
- ✓ Develop a public education and engagement campaign to tell the community and parents about the benefits of the Common Core State Standards.
- ✓ Participate in hearings, comment periods and other activities organized for the community to weigh in on the adoption of CCSS.
- ✓ If your state has already adopted the CCSS, reach out to local education agencies to develop a plan for parental and community implementation.
- ✓ Initiate contact with state education agencies and college and university leadership to organize, join or participate in a task force to develop statewide transfer and articulation policies.

Strategy 3: Strengthening Pathways and Gateways to Student Recovery



If education is a pipeline, it's a very leaky one with many points at which students drop out, get left behind or become marginalized. From poorly executed tracking policies and insufficient guidance counseling, to inadequate educational supports and zero tolerance policies, there are a number of systemic reasons that students veer from the college path. While the breaches are more numerous than in years past, the supports are far fewer. The leaks in the pipeline must be identified, categorized, and addressed if the nation is to increase the number of students attending and graduating from college and enhance opportunity for the next generation.

3.1 Strengthen educational supports, including interventions that recognize different learning styles, so that students remain on par with their learning cohorts.

A federal law, the Individuals with Disabilities Education Act (IDEA), requires schools to write an individualized education plan for each child with a disability. These plans help students with disabilities reach their learning goals. For struggling students who do not have disabilities, however, there are few programs to help them reach their goals.

Those goals include passing courses and graduating from high school. Students struggling to understand a subject need timely assistance to keep them from falling behind. The Schott Foundation's Student Recovery Plan, which calls for developing and implementing a customized plan for each struggling student, offers one way to help.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

3.2 Coordinate expectations and practices at educational transition points or “gateways” to enable a smooth transition that supports students’ growth and keeps them in school.

The gateways from grade school to middle school, middle school to high school, and high school to college are where students are most likely to drop out or become marginalized. Given our understanding of these gaps, states and educational institutions and agencies should develop effective transition strategies that minimize student

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

disruptions and keep them in school. For instance, state and local education agencies can target funding to best practices in drop-out prevention, sponsor legislation to raise the maximum compulsory attendance age and provide incentives for schools to re-engage drop-outs.

Policy Actions to Strengthen Pathways to Student Recovery

State and local education agencies should explore and implement novel educational supports that maximize the likelihood that students will remain in the educational pipeline. Approaches to consider include: professional development plans for teachers to ensure that they receive ongoing best practices training; providing structures for teachers to work together and coach each other in effective instructional techniques; grouping teachers and children for longer periods; securing the services of specialists to address the needs of struggling readers; incentivizing highly trained teachers to staff schools that serve at-risk populations and providing high-quality summer school programs.

CASE STUDY

The Search Institute in Minneapolis developed a concept, called SPARKS, based on 40 evidence-based developmental assets, to spur positive youth development. SPARKS posits that by nurturing young people's voice, relationships and opportunities, their outcomes academically, socially and in life will be improved. One Search Institute program, the BARR program (Building Assets Reducing Risks), rigorously evaluated over 12 years by independent evaluators, produced the following outcomes:

Increased student success. Advanced Placement and International Baccalaureate tests increased from 170 in 1999 to more than 1,100 in 2009. Growth includes demographic groups that had not previously participated in these honors programs.

Reduced school failure rate. In 1998, 44% of ninth grade students failed at least one class. In the first year of BARR implementation, the number of students failing one or more classes fell to 28%. In subsequent semesters, the failure rate rose no higher than 26%, and usually stayed below 20%.

Reduced use of alcohol, tobacco, and other drugs. The proportion of boys using tobacco was cut by 50% during BARR implementation, from 19% in the baseline year to 7% six years later. During the same period, the Minnesota average ranged from 14–19%.

- **State and local education agencies** should adopt standards and certification requirements for guidance and career counseling personnel. The research shows that quality career counseling results in more students in Advanced Placement courses, more females choosing mathematics and science courses, improved individual performance, higher levels of satisfaction with school, increased attendance rates and decreases in dropout rates. SEAs can also mandate that LEAs provide quality guidance counseling and career visioning and planning at earlier stages, and throughout the educational process.

CASE STUDY

Indiana's extensive education and career information campaign, the most recent iteration of the state's CORE 40 campaign, includes a commitment to career counseling, and preparation of students for the 21st century global job market. In addition, the campaign produces publications and outreach materials for all sectors of the education community. The campaign has been linked to an increase in the college-going rate from 37.5 percent to 60.5 percent between 1986 and 1998—a 61 percent increase in 12 years.

- **State legislators** should create drop-out prevention accountability standards as a condition of funding. Additionally, they can target funding to best practices in drop-out prevention, and sponsor legislation that include student recovery and retention strategies such as raising the maximum compulsory attendance age.
- **State and local education agencies** should broaden accountability standards beyond testing to encourage schools to work with low performing students to prevent them from dropping out. Currently, low performing students are often allowed to drop out as they reduce the school's average test score, may require more resources to bring up to standard, and sometimes come with a panoply of other needs. State education agencies can also invest in early warning systems to prevent and reduce dropouts at transition points where students predictably leave the educational pipeline, and provide incentives for dropout recovery. For instance, they can connect at-risk students to health and social services to address issues that increase the likelihood of dropouts.

CASE STUDY

Project U-Turn in Philadelphia, created in 2006, increased their program's four-year graduation rate by 10 percent in its first two years using a variety of strategies including public awareness-raising and by the development of a Re-engagement Center to support students wishing to return to school.

- **State and local education agencies** should implement standards that are rigorous, diverse and preparatory for college and higher paying new economy careers rather than the low-paying, low-skilled jobs of the past. In order to prepare students and the U.S. for the changing global economy, education agencies should raise the bar for expectations of student performance. Research has demonstrated that diminished expectations, especially for students disadvantaged by poverty or geography (i.e., students in rural areas) can lead to diminished performance.

CASE STUDY

The American Diploma Project Network (ADP) includes 35 states that have committed to an action plan that makes sure every high school graduate is prepared for college and careers. ADP promotes the Common Core State Standards, which research shows are more rigorous than current standard high school curriculum requirements. Participating states benefit from a multi-sector partnership involving governors, state superintendents, foundations, researchers, college leaders and business leaders, all working to improve educational and career outcomes for American students. ADP's report, Closing the Expectations Gap, released in February 2011, provides a mixed forecast for educational achievement in the U.S. that can be improved by measures full adoption of CCSS and greater progress in their implementation.

- **Local education agencies and partners** can help close the digital divide as one means of closing the achievement gap. Access to technology in the classroom is no longer a luxury but a 21st century educational necessity. The inability of students to access technology in learning aggravates already existing disadvantages for many students and further diminishes the likelihood that they will attend college.

Action Steps for Advocates

- ✓ Find out what your school district's policies are for student discipline, retention, expulsion and advancement.
- ✓ Work with school boards to develop system-wide student codes of conduct that are not overly punitive, but that favor alternative forms of instruction, student supports and incentives for drop-outs to re-engage with the school system.
- ✓ Develop an ongoing mechanism such as a task force or working group to facilitate community and parental input in school disciplinary policy and student recovery.
- ✓ Explore partnerships with other states and districts that have implemented successful models for re-engagement and supports for students in need of alternative instruction.
- ✓ Find out what guidance and career counseling looks like in your school system, including standards for counselors, availability of counselors in high-need schools and funding to support that service.
- ✓ Urge local education agencies to form partnerships with mentoring programs and social services organizations in order to reach at-need students.
- ✓ Organize parent groups to develop and articulate a clear vision, specific talking points and a legislative agenda that they can use bring to their state legislators during lobby days or community forums.
- ✓ Support local education agencies and partner with them to engage the private sector to help meet funding or technological gaps in your school system.

Strategy 4: Strengthen Recruitment, Preparation, and Distribution of High-Quality Teachers and School Leaders.

Research shows that high-quality teaching and leadership are vital for improving educational performance and create a stable and effective learning environment that maximizes students' opportunities for educational success. It is imperative that our nation has institutionalized and comprehensive mechanisms for recruiting, preparing, distributing, and evaluating teachers and principals. The following policies support this goal.



4.1 Recruit a pipeline of highly qualified and effective teachers and leaders to staff high-need fields and locations.”

The education profession must be strengthened in part through increased service rewards in order to attract and retain high-quality talent. This can be achieved in part by providing salaries in line with private sector careers, as well as offering service scholarships and loan forgiveness programs that encourage qualified individuals to choose a career in education. In addition, Congress and states should target direct recruitment efforts through public awareness campaigns, career fairs, and preparation programs in high schools, colleges, and graduate schools.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies
- ✓ School boards

4.2 Invest in teacher and leader preparation programs and ensure curricula and training meets the needs of real-world classrooms and schools.

Proper training is the key to great classroom and school performance. Yet, many of our schools of education and alternative certification programs do not focus on the tools, techniques, practical knowledge, or experience that enables their graduates to be effective in a real-world educational setting. The teacher and leader preparation system should offer residencies, early career placements (in which future

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies
- ✓ School boards

teachers and leaders learn and practice at the same time), and use of a curriculum that integrates practical information that makes for effective teachers and leaders. Preparation should also include training -- such as that offered by the [Comer School Development Program](#) or highlighted in [Organizing Schools for Improvement](#) -- that builds trust between leaders, teachers, and parents to support a culture of student learning. The federal government should provide incentives to encourage schools of education to adopt curricula that prepare teachers to teach and leaders to lead real students in real schools, and that takes into account the unique needs of low-income and minority students who comprise more than half the students in the K-12 pipeline. States and localities should encourage university partnerships with local education agencies to facilitate experiential learning.

4.3 Implement career ladders for teachers and leaders.

Public school teaching has often been seen as a long-term career with relatively static roles and responsibilities, regardless of a teacher's experience, expertise, interests or ambitions. The same is true for school leaders who often have few career options beyond their principalship. Teaching today is more diverse than ever in terms of the experience, preparation, and long-term goals of those entering the profession. Some see teaching as a short-term, service-oriented professional experience and move on to careers in other fields. Others enter teaching as the first step on the road to a career in educational leadership and administration. Still others enter the profession expecting to pursue a life-long career teaching students, but become interested in multiple and hybrid roles and opportunities such as coaching or mentoring colleagues, developing and implementing curriculum, designing new schools, or working systematically with parents and community members – opportunities that allow for advancement while also keeping effective and experienced teachers in, or close to, the classroom. To build a long-term professional corps of excellent and experienced teachers and leaders, state and local policymakers, school districts, and union leaders must embrace both the changes in teaching that mirror those in many other professions in the 21st century, and the different career perspectives that are in many ways (but not exclusively) generational.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies

CASE STUDY

The Teacher Advancement Project developed a strategy to attract, retain, develop and motivate talented people in the teaching profession. TAP's goal is to draw more talented people to the teaching profession — and keep them there — by making it more attractive and rewarding to be a teacher. TAP provides teachers with:

- *Powerful opportunities for professional growth;*
- *The ability to collaborate with peers during the school day;*
- *Fair and rigorous classroom evaluations to identify and improve teaching skills;*
- *School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning; and*
- *The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.*

TAP helps teachers excel by giving them opportunities to learn better teaching strategies and holding them accountable for their performance. TAP is based on four elements that include multiple career paths, ongoing applied professional growth and performance-based compensation. TAP helps teachers to pursue a variety of positions throughout their careers — career, mentor and master teacher — depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase and so does their compensation. This allows good teachers to advance without leaving the classroom.

4.4 Develop teacher and leader supports, not just rewards and sanctions, to improve teaching and leadership quality.

Meaningful learning opportunities for teachers and leaders require effective methods of identifying their strengths and weaknesses of individual teachers as well as providing opportunities for targeted professional development. Ensuring that teachers and leaders have continuous opportunities to develop their skills to meet the diverse needs of learners also contributes to a positive and supportive working environment. In the U.S., the average direct contact teachers have with students is 1,080 hours per year. This is more than any other OECD nation, whose constituent nations' teachers average 803 hours per year for primary schools and 664 hours per year for upper secondary schools. This translates to far less time for teachers in the U.S. to devote to professional development and planning. While teachers in other OECD countries can dedicate 15 to 20 hours per week to those activities, U.S. teachers have only 3 to 5 hours. Many people believe that the highest education reform priority is removing teachers and leaders who aren't performing well. However, many teachers and leaders find this aspect of reform less critical than strengthening programs and resources that improve their ability to help diverse students with the highest needs

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies

meet college and career-ready standards. The reality is that both are important. However, the attrition of effective or promising teachers and leaders who are not getting the support that they need to fully succeed, particularly in the neediest and hardest to staff schools, is more problematic than the issue of simply getting rid of those who are underperforming. As mentioned earlier, teachers and leaders whose performance is inadequate or, in the worst cases, harmful and should be counseled out of the profession or dismissed outright. But in terms of sheer numbers, a focus on firing is a much lower-yield improvement strategy than supporting effective teachers, assisting struggling ones, and creating a professional development system that helps the majority of teachers to continuously improve.

CASE STUDY

The Minneapolis Public Schools Professional Development Process: The professional development continuum for teachers depends on systemic support, beginning with initial training and collaboratively supported practices, evolving into independently and collegially facilitated growth, and continuing throughout the teacher career with ongoing reflection and leadership. The Minneapolis Standards of Effective Instruction apply to all teachers and assist them as they move through the professional development continuum. These standards are expected to be used as a guide toward planning and implementing staff/professional development to support teacher quality and student achievement.

Learn more: http://staffdev.mpls.k12.mn.us/sites/6db2e00f-8a2d-4f0b-9e70-e35b529cde55/uploads/SD_philosophy.pdf

4.5 Address school working conditions to improve the professional culture for teachers and leaders.

Discussions of "bad" teachers and leaders often attribute ineffectiveness to an individual's qualifications, skills, or disposition and omit the kinds of organizational supports and systemic factors – such as poor working conditions – that can have a major impact on a teacher's performance in the classroom and leaders' performance in a school. Inequitable allocation of human and material resources and an unsupportive policy environment can have a direct and devastating impact on the culture and climate of a school.

Dysfunctional schools and systems often have problems with understaffing and overcrowded classrooms, frequently assign teachers to out-of-field subjects, or concentrate new or inexperienced teachers and leaders in hard-to-staff schools where kids need the most support. Administrators may be ineffective or unsupportive, and teachers don't get targeted professional development in the areas where they need it. Alternatively,

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ State boards of education
- ✓ Local education agencies

teachers may not agree with the vision or practices of the school leader. There may also be structural barriers, such as lack of dedicated time and space to meet as a team and talk about instruction, that prevent teachers and leaders from developing the kinds of productive and collaborative relationships with their colleagues that have been shown to bolster their own effectiveness. Schools and systems should work to build a positive and productive school culture that attends to both the material and intellectual needs of leaders, teachers and students and focuses on continuous learning for students and adults. The School Climate Index (SCI) is one tool that can help administrators and leaders assess many of these factors. Developed as a combination of *Organizational Health Index* and the *Organizational Climate Descriptive Questionnaire* (Hoy, Hannum, & Tschannen-Moran, 1998), the SCI measures the perceptions of members of the school community in four areas: academic performance, teacher professionalism, collegial leadership and community engagement.

4.6 Develop school/parent/community partnerships.

Over the last few years, more evidence has emerged suggesting that effective parent and community involvement can positively impact school culture, working conditions, and student achievement. Schools that actively welcome parents as valued stakeholders can build trust and support. That in turn helps build and sustain reform and enhance parent and community efforts to support learning outside of school. Parents, with the help of community-based organizations, can play a key role in initiating a culture shift that bridges cultural and racial differences and positively affects teacher quality and retention. Similarly, community-based organizations can play a key role in creating opportunities for positive and productive relationships between schools and the community. This may include introducing educators to the community through open houses, home visits and community tours or participating in efforts to build deeper cultural understanding in schools. Recent research has shown that effective community organizing has resulted in higher student outcomes including: higher attendance, better test score performance, high school completion, and college-going aspirations. It can also help build school-community relationships, parent involvement, and trust that contribute to improved schools. Finally, it can stimulate important changes in educational policy, practices, and resource distribution at the system level that expand school capacity and equity, especially in historically underserved communities.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

CASE STUDY

The New York City Coalition for Educational Justice: In 2006, as the New York City school system became increasingly centralized, three collaboratives, CCB (Community Collaborative to Improve Bronx Schools), BEC (Brooklyn Education Collaborative), and BQ4E (Brooklyn-Queens 4 Education) came together to form a new citywide organization called the NYC Coalition for Educational Justice (CEJ). CEJ is a citywide collaborative of community-based organizations and unions organizing the power of parents and community to create a more equitable educational system. Each individual organization continues to organize public school parents and community residents within their neighborhood and also commits time, resources and support for a shared campaign to improve educational outcomes at a city level. CEJ continues to engage in accountable collaboration with the United Federation of Teachers and the New York City Department of Education.

After CEJ member groups developed a mission statement and a citywide structure, CEJ leaders researched key school reform issues, discussed paths to school reform with parents in their communities, and eventually defined middle school improvement as the key lever to reducing dropout rates and enhancing pathways to college. CEJ then began to develop its initial strategy to shape citywide education policy. As part of a multi-dimensional organizing campaign, in January 2007, CEJ released a report on achievement gaps in New York City middle schools, "New York City's Middle-Grade School: Platforms for Success or Pathways to Failure?" The report called on the city council to convene a task force that would create a plan of action to address the failing middle schools. The speaker of the city council chaired the task force comprised of CEJ parents and a variety of experts in middle school reform. CEJ launched an intense organizing campaign to marshal public feedback, and to secure funds to implement the group's findings. This complex campaign by CEJ concluded with an agreement by the city council and the mayor to fund a middle-grades reform package in the lowest-performing schools, largely based on the recommendations of the task force. Learn more: <http://www.nyccej.org/>

Policy Actions to Supply High Quality Teachers and School Leaders

- **The federal government** should incentivize careers in education by sponsoring service scholarships and loan forgiveness programs, as well as support states to develop campaigns and recruitment drives targeting college graduates and other qualified candidates. In addition to federal programs like the Improving Teacher Quality State Grants, the Teacher Incentive Fund and Teacher Quality Partnership grants programs, the federal government could provide incentives to encourage teacher preparation programs to adopt practical, real-world focused curricula and to expand opportunities for practical training.
- **State and local education agencies** should establish salary guidelines and provide salaries in line with private sector careers to promote competitiveness of teaching as a career choice. Learning the ropes of any educational environment can be a daunting prospect for new teachers and school leaders, but providing experienced mentors for new teachers and leaders can expedite the learning process. Beginners can improve their effectiveness by pairing with individuals who can show them successful classroom and school leadership models, serve as a sounding board, and provide guidance on career opportunities and practices. States and local education agencies can offer quality mentorship opportunities for new teachers and leaders and provide ongoing mentor support once teachers become more established.

- **State legislators** can direct more qualified and experienced teachers and leaders toward underperforming schools and districts by providing individual tax credits and subsidies to districts that implement measures to achieve this goal.
- **The federal government and states** should collaborate on the development of qualitative and quantitative measures of performance for teachers and leaders that are paired with school performance assessments and common core standards assessments.
- **State and local education agencies** should participate in the assessment development process and engage relevant stakeholders like teacher associations and parents' groups in comment periods and other feedback mechanisms.

Action Steps for Advocates

- ✓ Develop and publicly articulate a vision for your school system that clearly outlines the important role of high quality teaching, and of teachers who work in tandem with parents, the community and the school system.
- ✓ Advocate for multiple opportunities for teachers to advance their careers in and beyond their own classrooms, share their skills, teach other teachers, or document and share practices that improve student learning.
- ✓ Partner with teacher associations and PTAs to demand professional growth opportunities that ensure adequate time and support for teachers to review and analyze data and develop responses that improve practice and student performance.
- ✓ Propose a reporting requirement to state board, legislature or local board that provides the criteria to evaluate new hires and current teachers.
- ✓ Ask for the inclusion of ongoing professional development embedded in the school day/year that connects to core curriculum standards, differentiated students needs, and what's actually happening in classrooms.
- ✓ Organize collaboration efforts between teacher, parents and students through after-school and neighborhood programs.
- ✓ Initiate or propose a parent advisory council that engages parent leaders in issues of district-wide education policy concern.
- ✓ Organize or propose neighborhood walks or home visits, in which teams of teachers and parent leaders go to students' homes to meet families, learn about their concerns, and recruit new leaders.

Strategy 5: Support Implementation of Data Systems to Improve Quality of Educational Inputs and Outcomes

The U.S. tracks the progress of a piece of mail better than it tracks a student's educational opportunities and outcomes. There is a movement to address this deficiency by creating and aligning longitudinal data systems that keep track of individual students for the purpose of improving instructional decision-making. The Data Quality Campaign (DQC) has identified common elements -- such as high school readiness, high school success/postsecondary readiness, and postsecondary and workforce success--to capture student progress at key transition points. While this approach is necessary, it is equally important to keep track of educational inputs for the purpose of determining where students are being denied access to the resources that provide a meaningful opportunity to learn, and determining when corrective action is needed.



5.1 Implement a system for collecting data on access to educational resources.

The Schott Foundation for Public Education has led an effort to implement a federal system of [Community Opportunity Resource Standards](#) to monitor the distribution of educational resources by states, districts and schools. This approach would require states to collect and report data annually to the public and to the Office of Civil Rights (OCR) in the U.S. Department of Education using the following set of educational resource indicators: access to high-quality preschool, access to prepared and effective teachers, access to a quality college-bound curriculum, and access to equitable instructional resources.

At the federal level, resource standards would be established and the data -- disaggregated by the same subgroups as used in Title I -- would be reviewed and analyzed by OCR. The Office of Civil Rights would conduct compliance reviews when disparities indicate a possible violation of federal anti-discrimination protections. Enforcement responses would be developed internally according to agency policy.

Potential Policy Actors:

- ✓ Federal legislators and executive agency administrators
- ✓ State legislators and governors
- ✓ State education agencies and boards of education

5.2 Link data across all education systems and ensure that systems are compatible with other state-managed systems.

Many states have implemented elements of longitudinal data systems but some have not

established measures to ensure that their systems are compatible across jurisdictions. Connectivity is imperative in our modern educational system where many students transfer across state lines throughout their educational career. The ability to track student performance over time, as well as tracking other variables connected to each student’s learning experience, has the power to preserve continuity, coherence and effectiveness in the overall education system. In 2003, the National Center for Higher Education Management Systems studied how student unit record systems in states might be linked to help broaden understanding of how students move throughout the educational pipeline. They concluded that a common database consisting of information extracted from various state databases would be possible for a fairly minimal investment of under \$1 million in 2003 dollars. The matching of student level records began for the first time in 2010 in six states: Hawaii, Indiana, Kansas, New Mexico, New York and Virginia.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies
- ✓ Higher education agencies

Policy Actions to Supply High Quality Teachers and School Leaders

- **State legislators and education agencies** should explore models for state-to-state data sharing systems, establish task forces to develop and implement the plan developed, and enter into cooperative agreements with other states to share data. Further, if states are to effectively implement longitudinal data systems, it is essential that practitioners understand how to input data and utilize data output to strengthen their administrative and instructional models. To do so, state and local education agencies should support ongoing training opportunities for administrators and educators.
- **State legislators and education agencies** should seek out and maximize the efficacy of their SLDS grants by making connections with the workforce development and business communities, and by accessing technical assistance and training from the U.S. Department of Education, the Council of Chief State School Officers and the Data Quality Campaign.
- **Local education agencies** should establish partnerships with the business sector to provide best practices and technical assistance on how to structure cross-jurisdictional longitudinal data systems. The financial sector has long used longitudinal data to track individuals’ financial patterns and needs (through credit scores, for instance). Educational longitudinal data available across states and jurisdictions will benefit the business community writ large as businesspeople seek to assess the readiness of the future workforce to meet their needs.

As the federal government, states and localities work to address these crosscutting challenges there are some specific areas that must be addressed at each stage in the educational pipeline. The next section will address individual breach areas.

Action Steps for Advocates

- ✓ Find out your state and locality plan for developing longitudinal data systems, and if one exists, find out how it is being implemented. If one does not exist, request a plan, including timeline and benchmarks for its development and implementation.
- ✓ Form coalitions with other advocates to support state and local requests for funding and technical assistance from the state and federal government to develop or improve their longitudinal data systems.
- ✓ Participate in task forces, committees or other processes to develop standards for the use of data once the systems are developed.
- ✓ Ask that reports be generated from longitudinal data to inform parents and the community about the progress of specific cohorts of students over time.
- ✓ Request that training on the use of longitudinal data systems become a standard requirement for school leaders.

Strategy 6: Increase Access to Technologies that Support Digital Learning and Instruction

New digital technologies support personalized education strategies that provide students and teachers with the necessary skills and tools they need to advance dynamic teaching and learning. Although still emerging, the field shows much promise with new tools and approaches being developed at a rapid pace. Modernizing our public schools requires that federal, state, and local officials develop a full understanding of the power and potential of digital learning and how it can be used to reduce education disparities.



6.1 Ensure that students and teachers in all schools have access to high-quality digital learning tools and services.

Federal and state lawmakers should adopt policies that ensure students and teachers have access to high-quality digital learning courses and tools. This includes adopting statutory language in ESEA and in state laws that argue for the critical importance of these resources in the modern era and lay

out an equitable process for ensuring access to digital learning and instructional tools across schools and districts.

6.2 Create funding mechanisms that support the fair distribution and utilization of digital learning tools and services across schools and districts.

There are huge resource disparities in our current system of public education that systematically disadvantage students in schools without access to the proper resources. These disparities lead to achievement gaps and, ultimately, to disparate professional and social opportunities. These gaps can be closed with dedicated funding strategies that are designed to close the gap in resource access between high and low poverty schools. The federal government should insert a provision into Title I of ESEA providing federal technology grants in aid to schools and districts in highest need. State lawmakers should provide funding for technology improvements across schools on a continual basis.

6.3 Develop technology literacy standards and training for school teachers and school and district leaders.

There is a growing movement asserting that academic content must be standardized across states in order to advance a common understanding of what students should know and when they should know it. That same need exists within the technology space yet the angle is slightly different: what should teachers and leaders know and how do they come to learn it? It is in the interest of federal, state, and local policy makers to develop technology standards and training for teachers and leaders. Regular training that is consistent with standards in the field will best prepare them to educate their students or faculty on how to use and leverage technology for maximum effect.

Policy Actions to Increase Access to Digital Learning Technologies

- **The federal government** should insert a provision into Title I of ESEA providing federal technology grants in aid to schools and districts in highest need.
- **Federal lawmakers** should invest in research demonstrations to determine which digital learning and instructional approaches can be best utilized within schools, how they can be brought to scale across schools and districts, and how knowledge and dissemination of new technologies can be refreshed on a consistent basis.
- **State lawmakers and governors** should invest in an innovation strategy that leverages digital learning and instructional tools to help close opportunity gaps in struggling schools.
- **State lawmakers and governors** should develop a dedicated funding stream, equitably distributed to schools within and between districts, to finance the purchase and renewal of digital learning and instructional tools and services.
- **State and federal lawmakers** should provide support for establishing technology standards and training that best prepares teachers and leaders for the rigors of classroom and online instruction.

Action Steps for Advocates

- ✓ Learn about the power and promise of new digital learning and instructional tools and services.
- ✓ Ask your school or district leaders to provide you with information about the level of access students at your school or within your district have to digital learning and instructional tools and services.
- ✓ If disparities in access exist, write a letter to the superintendent, city (if applicable) and state lawmakers, and state education agency heads explaining your concerns.
- ✓ Lobby your state lawmakers to appropriate a dedicated funding stream to ensure that all schools gain access to digital learning and instructional tools and services. Make sure that their efforts guarantee access to students attending high-poverty schools.
- ✓ If your appeals are ignored, contact local media outlets and have them write stories or make videos highlighting the disparities in access to digital learning tools and instructional materials between wealthy and low-income schools.
- ✓ Make sure that your local elected officials are also supportive of expanding access to digital learning and instructional tools and services. If they are not, highlight their opposition (or lukewarm response) in public venues and seek to elect candidates in the future who support equitable access to these resources.

TOOLS TO IMPLEMENT CROSS-CUTTING STRATEGIES

Opportunity to Learn Campaign: www.otlcampaign.org

Education Law Center: www.elc-pa.org

Programme for International Student Assessment (PISA) 2009 Assessment Framework:
www.oecd.org/dataoecd/11/40/44455820.pdf

Is School Funding Fair? A National Report Card:
www.schoolfundingfairness.org/National_Report_Card.pdf

Oakland Unified School District Results-Based Budgeting System Overview:
www.ousd.k12.ca.us/199410102104342143/lib/199410102104342143/ousd_RBB_caselet_rev1-4.pdf

21st century Schools Fix America's Schools Today program:
www.21csf.org/csf-home/publications/FixAmericasSchoolsTodayFAST!.pdf

PK-12 Public Educational Facilities Master Plan Checklist and Evaluation Guide:
www.21csf.org/csf-home/Documents/21CSFMFPEvaluationChecklistAugust2011.pdf

Implementing Statewide Transfer and Articulation Reform:

<http://centerforcommunitycolleges.org/index.php/projects-and-publications/current-projects/>

Crafting Student Centered Transfer Process in California: Lessons from Other States:

www.csus.edu/ihelp/PDFs/R_Transfer_Report_08-09.pdf

Center for State Policy on Student Progression (C2SP) tools and information resources:

www.nchems.org/c2sp

Student Unit Record (SUR) Survey Report: www.nchems.org/c2sp/sur

Schott Foundation for Public Education, Common Opportunity Resource Standards:

www.otlcampaign.org/resources/common-opportunity-resource-standards

Data Quality Campaign, Using Data to Improve Teacher Effectiveness:

www.dataqualitycampaign.org/files/DQC-TE-primer-July6-low-res.pdf

Leveraging Federal Funding for Longitudinal Data Systems -- A Roadmap for States:

www.dataqualitycampaign.org/resources/fedfunding/

Ohio's Credit Flexibility Plan Overview, Guidelines and Implementation Resources:

www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1864&ContentID=82751

Search Institute, Get Started with SPARKS: A Guide: [www.search-](http://www.search-institute.org/sparks/about/get-started)

[institute.org/sparks/about/get-started](http://www.search-institute.org/sparks/about/get-started)

American Diploma Project Network, Closing the Expectations Gap 2011:

www.achieve.org/files/AchieveClosingtheExpectationsGap2011.pdf

National School Climate Center, Comprehensive School Climate Inventory (CSCI):

www.schoolclimate.org/programs/documents/CSCI_Features_and_Benefits.pdf

Consortium on Chicago School Research at the University of Chicago—Organizing Schools: Lessons from Chicago:

http://ccsr.uchicago.edu/content/page.php?cat=3&content_id=46

I. EARLY EDUCATION AND DEVELOPMENT

Early care and education is a fundamental building

block for success. Research shows that early childhood education and development programs that support infants, toddlers, and pre-schoolers help reduce dropouts, decrease delinquency, improve academic achievement, increase economic productivity, and achieve success in life (Barnett

1993). These student outcomes also have broader social and economic benefits, such as reduced crime, lower utilization of social services and increased tax revenue beyond compensating for the costs of the programs (Committee for Economic Development 2006).



3- and 4-year-olds NOT currently in publicly-funded Pre-K, Pre-K Special Education, or Head Start

6 million*

The annual cost for universal Pre-K for all 2- and 4-year olds not currently receiving Pre-K

\$78 billion*

*Numbers by state are available in a table at the end of the section

Strategy 1: Implement Early Childhood and Development Programs

Despite the many benefits associated with early education and development programs, the Pew Center on the States reports that more than 75 percent of the nation's four-year-olds and an even larger percentage of 3-year-olds have no access to state-funded to early child education and development programs.ⁱ The traditional Head Start and early start programs and recent federal efforts to provide competitive grant funds to states as an incentive for establishing early education



and development programs for children ages zero to five are steps in the right direction. However, the nation must expand access to quality early childhood and development programs as a part of a comprehensive strategy for building a strong educational pipeline that produces students who are successful in school and in life.

1.1 Publicly fund universal, high-quality pre-kindergarten school for all three- and four-year olds.

Quality, universal pre-kindergarten would better prepare three- and four-year olds for K-12 academic success, while simultaneously building a strong foundation for achieving education reforms that narrow achievement gaps (Wat 2010). States should develop funding systems to finance universal pre-K programs, and the federal government should provide matching grants and other incentives, such as government sponsored loans and state trust funds, to support universal access.

Potential Policy Actors:

- ✓ Federal legislators and executive agency administrators
- ✓ State legislators and governors
- ✓ State education agencies and boards of education

1.2 Strengthen state early learning councils.

The Improving Head Start Act of 2007 called for the establishment of state early childhood advisory councils to improve the quality, availability and coordination of programs and services for children ages birth to five. State councils were also given responsibility for developing recommendations to increase access to high quality state and federal early childhood care and education programs, particularly for children who are part of underrepresented and special populations. Although most states have established these councils, results to date have been varied in terms of their effectiveness.ⁱⁱ The federal government should encourage, and states should mandate, the effective operation of early learning councils through the development of standard operational guidelines and the expansion of funding streams to support capacity building.

Potential Policy Actors:

- ✓ Federal legislators and Department of Education administrators
- ✓ State legislators and governors
- ✓ State education agencies and boards of education

1.3 Establish or improve comprehensive state early learning guidelines.

All U.S. states and territories currently have early learning guidelines but they vary significantly in ages and stages at which the guidelines apply, and whether or not the standards are voluntary or mandatory. Although the U.S. Department of Health and Human Services' QRIS (quality rating and improvement system) system prescribes baseline standards for early childhood programs, almost all are related to licensure (encompassing health and safety requirements) rather than learning protocols. The approach to early learning standards varies in many states, with some having a high level of coordination and others lagging behind. In states that lag behind, early childhood programs lack coordination across programs, common understanding about what constitutes quality learning inputs

Potential Policy Actors:

- ✓ State legislators and governors
- ✓ State education agencies and boards of education

and outcomes, and systems of organization and accountability to ensure consistency of educational opportunities. Adopting mandatory early learning guidelines that begin at infancy can enhance the early learning opportunities offered in these states. One approach worth consideration is to connect high quality early learning standards with the Common Core State Standards in order to inform good policies and practices across the continuum of learning.

1.4 Support the recruitment, retention, and development of early childhood educators and leaders.

Just as K-12 teachers and leaders need robust professional development opportunities, so too do early childhood educators and leaders. A National Research Council comprehensive review underscores that well-trained early childhood teachers better prepare children for kindergarten through the promotion of greater literacy skills and social development. Creating and financing a system for preparing, recruiting, retaining, fairly compensating, and continually educating early childhood teachers and leaders is an essential component of quality early childhood [programs](#).

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators and governors
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Expand Early Childhood and Development Programs

- **The federal government** should strengthen support for quality Head Start programs and include in the ESEA reauthorization a new funding stream specifically targeting early education programs. This could be through an expansion of Race to the Top's Early Learning Challenge program and could include matching grants to states and opportunities for government-guaranteed loans. Additionally, federal lawmakers can amend current regulations to broaden the uses by districts of school turnaround funding to include pre-K programs.
- **The federal government** should incentivize states to establish universal early childhood programs that include access to services that support children's intellectual, physical and emotional development, and include resources to broaden transportation options and hence, increase access to early education programs for disadvantaged children. Regulations attached to funding can prioritize funding of early education programs that provide wraparound services.
- **The federal government** should commission the development and implementation of broad standards for an efficient and effective early education system, and should include a key role for state early learning councils as developers and drivers of early learning policy. Federal lawmakers should also sustain funding for early learning councils over the long term, as part of a functional state early learning system.

EXAMPLE

The New York state early childhood council's mission is to "provide strategic direction and advice to the State of New York on early childhood issues. By monitoring and guiding the implementation of a range of strategies, the ECAC supports New York in building a comprehensive and sustainable early childhood system that will ensure success for all young children." The council's role goes well beyond education and treats the "whole child", assuming the role of connector, bringing together key stakeholders and experts to provide strategic direction and advice to policymakers. It also integrates "resources into one unified system that works for children and families" and provides "a high quality continuum of early learning (prenatal to age eight)." One current project of the council is a workgroup that commissioned a report on the state's existing data systems and will provide recommendations for the development of a coordinated data system in the state.ⁱⁱⁱ

- **State legislators** should prescribe minimum educational standards for all early education programs in the state, requiring districts to provide a specific number per capita of options for full-day pre-K programs and care, transportation, and other social services. State legislators can also provide matching grants to districts to enable them to expand the availability and improve the quality of early education programs.
- **State legislators** should modify their state education funding formula to include funding for pre-K programs. To promote early educator effectiveness, legislators can require pre-K teachers and administrators to have, at a minimum, a bachelors' degree, and that assistants have ECE certification. States can integrate the role of early learning councils into the infrastructure of the state education system, aligning policies and practices with those of other stages of the education pipeline, and with other social services in the state that serve children and their families.
- **State education agencies** should explore use of current Title I funds for high-quality pre-K programs and provide LEAs with incentives to provide and improve early education programs at the district-level.
- **State education agencies** should review and revise their state's standards to maximize early childhood program effectiveness, and align the standards with those for teacher certification and state early learning standards. SEAs should also collaborate within their state and with other states to develop early education standards that include, at a minimum: a pre-K equivalent to the common core state standards, evidence-based adult-to-child ratio requirements, heightened requirements for early education teacher and assistant credentialing, rigorous accreditation for early childhood programs, minimum resource standards, and a collaborative model for transitioning children from early education programs to other stages in the educational pipeline. Current QRIS (quality rating and improvement system) standards promulgated by the U.S. Department of Health and Human Services, and adopted by 25 states, currently establish a

- baseline of quality for early education programs, but states currently have broad latitude in defining standards beyond the base level.^{iv}
- **Local education agencies** should explore areas where it is practicable to use Title I funds to supplement and expand state-funded early education – in areas where Title I or state funds are alone insufficient to create new programs. LEAs should also explore and develop partnerships with the private sector to sponsor improvements in early education programs as high-yield, long-term investments ensuring the quality of the workforce well into the future.

EXAMPLE

Montgomery County, Maryland used a portion of its Title I funding to expand Head Start programs in the county to a full-day to extend learning time for non-English-speaking children. The funds represented less than five percent of their Title I funds and paid for meals, transportation and social services for 13 Head Start classes five days per week. The district conducted an evaluation of the program and found that outcomes for the children in the full-day program exceeded those of children in their half-day programs. Female, Hispanic and non-native English speakers were most benefited. For more information on the outcomes of this program, see: http://www.preknow.org/documents/MCPS_Full_day_Head_Start_study.pdf.

- **Local education agencies** seeking to defray costs of extending program time and/or providing points of access to enroll children to receive vital services and care, should establish partnerships with the private sector and public social services agencies. LEAs can also approach private funders for support to replicate strategies and programs that have proven successful in other states.

EXAMPLE

Educare Centers is an effort funded by the Bill & Melinda Gates Foundation, the Buffett Early Education Fund and others to replicate, around the nation, a model of early education and social services for low-income toddlers. The model, developed by the Ounce of Prevention Fund, is currently being implemented in 12 cities across the U.S. In addition to the foundation dollars, Educare receives Head Start and Early Head Start funding as well. The foundations have committed to funding the Educare Replication Pool, which provides at least \$1 million annually in capital grants to communities that want to open their own Educare Center(s).

- **Federal policymakers** should increase funding for the Improving Teacher Quality State Grants, the Teacher Incentive Fund and Teacher Quality Partnership grants programs and revise state allocations to make room for investments in pre-K teacher and leader recruitment, retention and preparation. To ensure a continuation of a focus on early education, the Race to the Top Early Learning Challenge Fund, or an iteration of that program, should be included in the reauthorization of ESEA.
- **State education agencies** should facilitate the growth of a cadre of early education leaders and teachers by working with LEAs to identify career challenges and barriers and develop comprehensive strategies to address them.
- **Local education agencies** should assess and employ strategies that have succeeded in other jurisdictions -- including professional leadership institutes and mentor programs. LEAs should also explore and form partnerships with the state, private organizations and higher learning institutions to invest resources and provide technical assistance to execute the chosen approach.

EXAMPLE

Project TLC is a project developed by the Memphis City Schools early childhood leadership development initiative that aims to improve outcomes for pre-K-3- children in the Memphis City School system, but particularly those in low-performing schools. The goal of the project is to address issues of fragmented curricula and inconsistent teaching quality by creating a continuum of evidence-based strategies that develop and support high-quality pre-K-3-three teacher leaders. The project comprises six key activities: 1) a comprehensive Teacher Leader Master's program for 24 PreK-3 teachers in low-performing schools, including intensive on-site supervised fieldwork/advisement; 2) on-site support for school leadership teams at 12 MCS Striving Schools; 3) on-site and online professional development for teachers and leaders at Striving Schools; 4) facilitated study groups and inter-visitation for Striving Schools with higher performing schools; 5) creation of a professional development video library and guide for district-wide use; and 6) annual citywide conferences. Project TLC was developed in partnership with the Bank Street College of Education and is funded by the U.S. Department of Education Investing in Innovation grants program.

Action Steps for Advocates

- ✓ Engage with parents and the community to perform an assessment of needs for early childhood education programs.
- ✓ Partner with local education agencies to ensure that they are working with social services agencies to get services to children in underserved communities through early education programs.
- ✓ Broker connections among and between early education programs to develop full-day pre-K and kindergarten options for children in your community.
- ✓ Develop a public education campaign on the benefits of early education program, including information about improved outcomes for children who participate in them.
- ✓ Engage with state education agencies to form, or participate in, state early learning councils.
- ✓ Demand from state education agencies a process and timeline for the development of evidence-informed early learning guidelines, and build in a mechanism for continued parental and community involvement or reports on progress.
- ✓ Articulate and share with representatives in U.S. Congress support for a continuation of the Early Learning Challenge program.
- ✓ Develop a state and federal legislative agenda that clearly and coherently articulates priorities, including funding for pre-K programs, alignment requirements between pre-K programs and the K-12 system and standards for early education teachers and leaders.

Strategy 2: Increase Access to High Quality Early Childhood and Development Programs

2.1 Implement innovative outreach practices to increase participation in early education and development programs.

Research shows that children from socio-economically disadvantaged backgrounds benefit from participation in early learning and childhood development programs.^v An expanded system of early learning and care should include a dedicated effort to educate, recruit, and retain students from these communities. Culturally relevant and appropriate strategies for outreach could dramatically increase participation rates.



Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

2.2 Adopt and strengthen school preparation programs targeting children from birth through school entry.

The Strive Network, launched in 2011, is a national effort to connect communities that are seeking to build the infrastructure that supports a cradle-to-career strategy to improve outcomes for their children.^{vi} A comprehensive view of education envisions preparation for life and school as beginning in the cradle and proposes many supports and benchmarks that help lead the way to student success. This approach is supported by a substantial body of research that shows that children from birth through age five benefit from developmental interventions that prepare them to enter school.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

2.3: Support community-based early education partnerships.

Many community-based organizations offer early childhood education and development programs. Attempts to expand these programs should build upon the strengths of these organizations and leverage their relationships in the community to provide comprehensive services to participating children.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

The Wisconsin Department of Public Instruction has developed the Community Learning program a comprehensive effort to support community-based early education partnerships. The initiative brings together a team – called the Partnership Action Team – with expertise in community education, early childhood education, nutrition, service-learning, and family-school-community partnerships to improve early learning opportunities and to connect children and families to necessary services. To support schools that want to develop their own community and family partnerships, the department compiled resources into an online toolkit which helps them frame and implement their One-Year Action Plan for Partnerships.

Policy Actions to Increase Access to Early Childhood and Development Programs

- **State education agencies** should facilitate partnerships between the Head Start program and state pre-K programs to broaden coverage of underserved children not reached due to inadequate Head Start funding, and agencies should align standards for class size, teacher certification and program success measures.
- **State education agencies** should support LEAs in the development and implementation of comprehensive recruitment strategies to enroll children with traditionally low participation rates, including children from low-income households, non-native English speaker households, immigrants and rural families.
- **Local education agencies** should conduct, with state funding and/or technical assistance, community needs assessments to determine the barriers to reaching subgroups with low participation rates in early education programs, and develop a strategic plan to address those barriers. Among the strategies that can be included in a plan are: transportation assistance, English language learner resources for children and limited English proficiency accommodations for parents, collaboration and connectivity with social service agencies and dissemination of program information in low participation communities.
- **Federal lawmakers** should invest in a “cradle-to-career” strategy that includes integrated support strategies for families with a view toward facilitating future educational cradle-and-career success. This could include grants, subsidies and other incentives that prioritize comprehensive state and community strategies involving partnerships among public and private organizations, civic associations and a broad range of sectors.
- **State education agencies** should develop of a “roadmap” for parents and caregivers that points them to services and resources in their state that begin to facilitate and support their children’s preparation for school entry from birth.

- **State education agencies** should develop a state-level strategic plan to implement community-based school readiness integration partnerships, and to direct LEAs to do the same at the district level. Plans should include, at a minimum: an assessment of the current public systems and actors that impact early education, other assets and deficits in the community that also have an impact, a vision for improvement and goals, objectives and timelines to accomplish the vision that include plans to secure necessary resources.
- **Local education agencies** should develop their own community-based education partnership plan and should consider strategies such as stacking programs (piecing together programs – which can be a mix of public and private – so that they are offered sequentially to comprise one full-day program), subcontracting (the school district contracts with private programs for after-care of other services) and wraparound service (where programs are combined or coordinated to supplement each to provide participants with “whole child” services).

Action Steps for Advocates

- ✓ Form coalitions to write letters of support to assist local education agencies in obtaining funding or technical assistance from the state or federal government,
- ✓ Initiate or seek to participate in state and local level strategic planning to improve and increase access to early childhood education programs for all children in your community.
- ✓ Develop and publicly articulate a clear vision for a cradle-to-career approach to education in your community.
- ✓ Facilitate access to hard-to-reach communities by local education agencies and early childhood education programs, including using community and faith-based leaders as emissaries to promote early childhood education and to increase points of access for enrollment in programs.
- ✓ Include services such as translation services and food and nutrition assistance for parents of children in hard-to-reach communities.
- ✓ Create a forum or mechanism to pool resources among community-based organizations to address needs that negatively affect enrollment in early childhood program, such as a lack of transportation.

Strategy 3: Improve Accountability for Early Childhood and Development Programs.

3.1 Develop a comprehensive and unified data collection system for early childhood education and development programs.

As the first point of entry into the K-12 educational system, early childhood and development programs should also contribute to systems that collect and maintain data on the developmental and educational progress of each student. Promising efforts by groups such as the [Early Childhood Data Collaborative](#) recognize the importance of connecting early childhood data systems to longitudinal data systems already being developed and used by states to track individual students over the course of their learning careers. While implementation should be led by the states, the federal government can offer funding to support implementation and maintenance of the system. Localities should be responsible for ensuring data entry and interpretation training for users.



Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies and boards of education
- ✓ Local education agencies

CASE STUDY

The Oregon Department of Education is a model for an early education data system. After having received two previous State Longitudinal Data Systems (SLDS) grants, Oregon received an additional award in 2009 for develop Project ALDER, a program that expands and enhances the state's already existing educational data collection system to enable stakeholders to examine data on student progress from early childhood education to career. Some of the expected outcomes of the project will be to "Design and implement K-12 teacher-student linkage components that allow subsequent reporting to support instructional decision making and potential analysis of teacher-level variables that may impact student achievement at the elementary and secondary levels; to develop policies, procedures and partnerships needed to expand collection and integration of early childhood, postsecondary success and workforce data; and to design and implement an active multi-state and multi-sector data exchange with the states of Washington, Hawaii and Idaho through the Western Interstate Commission for Higher Education (WICHE)."

3.2 Create evaluations assessing the quality of early childhood education and development programs.

Although children are not assessed on academic achievement measures, early childhood education and development programs themselves should be subject to performance measures that determine and help to maintain their quality. By developing standard measures of the content and performance of these programs, we can establish nationwide comparability and quality control among programs in and between states.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

3.3 Require states to publicly report on access to and quality of early childhood education and development programs.

Public reporting gives residents a clear understanding of the potential barriers and opportunities afforded by early childhood education and development programs in their state. Issuing regular reports gives residents and policymakers access to current important information regarding program quality and tools with which to advocate for necessary change.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

Policy Actions to Improve Accountability for Early Childhood Programs

- **The federal government** can maintain and increase its investment in the Statewide Longitudinal Data System (SLDS) grants program and provide additional support and technical assistance toward the development of interstate and cross-jurisdictional data collection and sharing.
- **State education agencies** can seek funding from the federal government and other sources to explore the uses of the longitudinal data systems at the earliest possible stage in the educational pipeline, and partner with states with mature data collection systems to develop protocols and obtain best practices. State education agencies that have data systems that are already operational should set timelines and benchmarks for integrating early education data with other stages of the educational pipeline and other public systems (e.g., child welfare departments) that impact children's educational prospects. LEAs can be required to collect data and issue regular reports that measure quality and outcomes, and populations served.
- **State education agencies** can expand their current assessment rubric for early education programs beyond licensure-focused standards (e.g., prescribing child-adult ratios) and include more rigorous early learning and program standards, including curriculum requirements for kindergarten preparation, and minimal teacher certification standards.
- **Local education agencies** can partner with other jurisdictions, the state and the federal government to integrate training on longitudinal data systems use and management as a core part of professional development and leadership development for educators and leaders.

EXAMPLE

QUALITYstarsNY is a project of the New York Early Childhood Advisory Council created to "support efforts of early care and learning programs" in the state and to "provide parents the information they need to make a more informed choice" about their child's early care and learning. The program is a voluntary rating system designed to increase the quality of early learning and care. The project monitors the outcomes from a range of strategies in early education and care using data to provide strategic direction and advice to the state on early childhood issues. There are four categories of standards utilized by the project to assess early learning and care programs: family engagement, learning environment, qualifications and experience, and leadership and management. The first evaluation of the program was released in April 2011 and plans are underway to assess the evaluator recommendations and revise the program before launching it statewide.

Action Steps for Advocates

- ✓ Find out what data your state and locality collects, at what stage that data is collected, and who has access to it and for what purposes.
- ✓ Lobby your state legislature and state education agencies for the development of a coherent, transparent plan for unified early education data collection if one does not exist, and include a timeline for implementation and provisions that outline parental and community rights and responsibilities.
- ✓ Demand parental and community input on the development of assessment standards of early childhood education programs, and periodic reports on results of those assessments.

Strategy 4: Prioritize Building and Maintenance of Quality Early Childhood Education Facilities.

4.1: Expand public school financing for early childhood facilities and provide school construction grants.

Children are more likely to thrive, learn and have a healthy development when they are in environments that are safe, sound and appropriate for their developmental stage. However, many children are in facilities that lack basic amenities to make the environment accessible to pre-school aged children and program professionals who seek to maximize their students' training and care. The federal government can help support the development of age-appropriate facilities through the provision of school construction and modernization subsidy and loan programs. States can also designate additional funding streams to support the construction and modernization of early childhood facilities.



Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Prioritize Building and Maintenance of Quality Early Childcare Facilities

- **Federal government programs** that provide loans, subsidies and tax credits to support school construction and expansion should assign preferences to projects and states that seek to develop, expand and improve early education facilities.
- **State education agencies** can request that their governors and legislators to direct a portion of the federal allocation of Government Services funds and Education Stabilization funds to preferences for the construction, renovation and expansion of schools that include or seek to include facilities for early education programs.
- **Local education agencies** can partner with private corporations to support the modernization of early education programs to prepare children, at the earliest stage possible, for the 21st century workforce.

Action Steps for Advocates

- ✓ Assess your community's current early education facilities with reference to factors such as sufficiency in number of programs, and the safety and technology quality of buildings.
- ✓ Find out the level of support currently provided in your state and locality for the development of early childhood education facilities and develop a plan to request the inclusion or increase that support as appropriate.
- ✓ Develop coalitions to support state and local funding requests from the state and federal government.
- ✓ Develop coalitions including local and state education agencies and early education programs to request in-kind support (computers, desks, fixtures) or funding from the private sector to improve or build early education facilities.

TOOLS TO IMPLEMENT EARLY CHILDHOOD EDUCATION AND DEVELOPMENT STRATEGIES

Pew Center on the States Pre K Now Campaign: www.preknow.org

National Institute for Early Education Research: www.nieer.org

Race to the Top, Early Learning Challenge Program: www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html

CLASP, Models for Title I funded Early Education:
www.clasp.org/issues/pages?type=child_care_and_early_education&id=0005

Core Features of the Educare Model:
http://educareschools.org/about/pdfs/Core-Features6-09%20_2.pdf

Promising Results -- Educare Implementation Study Data:
<http://educareschools.org/about/pdfs/Promising-Results.pdf>

States' Early Learning Guidelines: <http://nccic.acf.hhs.gov/resource/state-early-learning-guidelines>

National Infant and Toddler Child Care Initiative, Early Learning Guidelines Implementation Toolkit (November 2010):
http://nitcci.nccic.acf.hhs.gov/resources/elg_toolkit.htm

Strive Network, Student Roadmap to Success: www.strivenetwork.org/vision-roadmap

Strive Network, Striving together: Report Card 2010, Student Progress on the Roadmap to Success: <http://knowledgeworks.org/sites/default/files/knowledgebase/2010StriveReportCard.pdf>

Wisconsin Department of Public Education, "Involving Parents in No Child Left Behind Toolkit for Schools":
<http://knowledgeworks.org/sites/default/files/knowledgebase/2010StriveReportCard.pdf>

Wisconsin Department of Public Education, "The Action Team: Families, Schools, Communities Learning Together": www.dpi.state.wi.us/fscp/pdf/fcswintr.pdf

Early Childhood Data Collaborative: www.ecedata.org

Wisconsin Department of Public Instruction, Template for One Year Action Plan for Partnerships: www.dpi.state.wi.us/fscp/pdf/tk-1yr-act-pln.pdf

New York State's Early Childhood Advisory Council Strategic Plan:
www.ccf.state.ny.us/Initiatives/ECACRelate/ECACResources/ECACStrategicPlanFinal.pdf

Latino Policy Forum, "Transforming Early Learning: Educational Equity for Young Latinos": www.latinopolicyforum.org/assets/Transforming%20Early%20Learning%20FINAL.pdf

New America Foundation, Overview of Teacher and Leader Federal Grants:

<http://febp.newamerica.net/background-analysis/federal-programs-k-12-teachers>

U.S. Department of Education, Overview Investing in Innovation grants program:

www2.ed.gov/programs/innovation/index.html

National Child Care Information and Technical Assistance Center - Resources:

<http://nccic.acf.hhs.gov/nccic-resources>

BUILD Initiative, Early Childhood Data Systems: Linking School Readiness, Early Childhood Systems Building and Third Grade Reading webinar and resources:

www.buildinitiative.org/files/audio/Webinar_5_17_11/lib/playback.html

www.buildinitiative.org/content/ec-data-systems

Oregon Department of Education, Statewide Longitudinal Data System, Project ALDER, Best Practices Brief:

http://nces.ed.gov/programs/slds/pdf/best_practices.pdf

Washington State, Guide to Assessment in Early Childhood (including compendium of assessment instruments):

www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf

QualitystarsNY Evaluation:

www.qualitystarsny.org/pdf/QSNY_Field-Test-Executive-Summary_05-19-11.pdf

National Clearinghouse for Educational Facilities:

www.ncef.org

Number of 3- & 4-year olds, # enrolled in Pre-K, # not enrolled in Pre-K, Per pupil expenditure, annual cost to cover currently unenrolled students, annual cost for universal pre-K (including existing and new students)					
State	Total Pop 3- and 4-Year-Olds 2009	3- and 4-Year-Olds in public Pre-K, Pre-K Special Ed, or federal or state Head Start	3- and 4-Year-Olds NOT Currently in Publicly-Funded Pre-K, Pre-K Special Education, or Head Start	State, Local, and Federal Revenues per Student	Annual Cost to provide universal Pre-K for all 3- and 4-year olds not currently receiving Pre-K
Alabama	124,568	21,430	103,138	\$ 10,380	\$ 1,070,622,655
Alaska	20,729	3,336	17,393	\$ 18,359	\$ 319,311,277
Arizona	206,547	29,251	177,296	\$ 9,523	\$ 1,688,313,414
Arkansas	80,845	34,046	46,799	\$ 10,676	\$ 499,636,812
California	1,081,390	266,117	815,273	\$ 11,851	\$ 9,661,399,660
Colorado	145,024	33,483	111,541	\$ 10,819	\$ 1,206,745,868
Connecticut	85,042	19,037	66,005	\$ 18,448	\$ 1,217,689,308
Delaware	23,694	3,480	20,214	\$ 14,832	\$ 299,814,664
Florida	462,086	197,860	264,226	\$ 10,604	\$ 2,801,948,495
Georgia	298,788	107,571	191,217	\$ 11,535	\$ 2,205,597,963
Hawaii	33,932	3,889	30,043	\$ 15,886	\$ 477,263,716
Idaho	48,880	5,218	43,662	\$ 8,648	\$ 377,575,080
Illinois	353,264	128,032	225,232	\$ 13,865	\$ 3,122,915,601
Indiana	176,851	21,613	155,238	\$ 12,737	\$ 1,977,202,252
Iowa	80,359	24,625	55,734	\$ 12,435	\$ 693,059,771
Kansas	79,938	20,927	59,011	\$ 12,956	\$ 764,563,833
Kentucky	114,225	37,232	76,993	\$ 10,808	\$ 832,106,234
Louisiana	119,514	42,507	77,007	\$ 12,536	\$ 965,376,894
Maine	28,561	7,894	20,667	\$ 14,151	\$ 292,450,642
Maryland	149,606	42,086	107,520	\$ 16,453	\$ 1,768,997,271
Massachusetts	153,487	30,249	123,238	\$ 16,695	\$ 2,057,454,032
Michigan	246,030	60,112	185,918	\$ 12,507	\$ 2,325,190,831
Minnesota	143,257	18,403	124,854	\$ 13,367	\$ 1,668,876,918
Mississippi	86,026	27,395	58,631	\$ 9,396	\$ 550,891,058
Missouri	158,760	25,592	133,168	\$ 11,929	\$ 1,588,513,904
Montana	24,114	4,441	19,673	\$ 11,997	\$ 236,019,395
Nebraska	52,416	14,759	37,657	\$ 13,011	\$ 489,970,907
Nevada	80,641	7,566	73,075	\$ 10,886	\$ 795,471,600
New Hampshire	31,488	3,180	28,308	\$ 14,551	\$ 411,907,141
New Jersey	220,573	73,000	147,573	\$ 19,401	\$ 2,862,993,136
New Mexico	60,071	15,803	44,268	\$ 12,261	\$ 542,772,399
New York	477,937	176,873	301,064	\$ 21,488	\$ 6,469,380,427
North Carolina	262,335	55,024	207,311	\$ 9,646	\$ 1,999,814,434
North Dakota	16,571	3,278	13,293	\$ 12,337	\$ 163,997,075
Ohio	293,152	49,106	244,046	\$ 13,677	\$ 3,337,703,251
Oklahoma	106,365	53,105	53,260	\$ 9,415	\$ 501,425,810
Oregon	97,528	17,048	80,480	\$ 11,321	\$ 911,133,447
Pennsylvania	297,314	70,687	226,627	\$ 15,307	\$ 3,468,939,244
Rhode Island	23,576	3,391	20,185	\$ 16,279	\$ 328,596,938
South Carolina	122,404	38,190	84,214	\$ 11,370	\$ 957,521,847
South Dakota	22,995	4,710	18,285	\$ 10,412	\$ 190,378,090
Tennessee	166,799	36,235	130,564	\$ 9,035	\$ 1,179,583,959
Texas	825,721	291,568	534,153	\$ 10,475	\$ 5,595,364,017
Utah	105,791	10,020	95,771	\$ 8,750	\$ 837,997,264
Vermont	12,706	6,319	6,387	\$ 17,787	\$ 113,603,215
Virginia	210,230	33,744	176,486	\$ 12,836	\$ 2,265,296,875
Washington	177,259	25,896	151,363	\$ 12,297	\$ 1,861,363,449
West Virginia	42,110	20,365	21,745	\$ 12,302	\$ 267,505,684
Wisconsin	143,477	54,194	89,283	\$ 13,243	\$ 1,182,353,891
Wyoming	15,497	3,300	12,197	\$ 20,488	\$ 249,887,330
50 states	8,390,473	2,283,187	6,107,286	\$ 12,829	\$ 78,349,617,136

II. K-12 EDUCATION

Quality primary and secondary education is essential for achieving President Obama’s goal of making the U.S. the global leader in the production of postsecondary education graduates by 2020. Yet, despite years of K-12 education reform efforts, the nation continues



to face persistent obstacles to improving academic outcomes for students. This has been especially true for children and youth—especially males from racial and ethnic subgroups—attending high poverty primary and secondary schools (Schott Foundation, 2010). A mountain of evidence indicates that individuals and the nation incur heavy social and economic costs when our schools fail to meet children’s educational needs.

Increase in the nation’s high school graduation rate needed by 2020

17.5 percentage points

Additional students needed to be retained by reducing the dropout rate

5.7 million

Strategy 1: Redefine the Federal Education Role to Foster School and Student Success.

Our system of federal involvement in education must be reconsidered if we are to dramatically increase the number of students who are college and career ready by 2020. Most practitioners, researchers, and policymakers agree that the current system of federal accountability has far too many punishments and too few rewards to generate broad-based success (Jennings, 2011; Sunderman, Kim and Orfield, 2006).vii In fact, punitive measures such as state takeovers of schools, school closings, and an overreliance on charter schools as a reform strategy, and on student test scores as the primary measure of progress, have had mixed results (Orfield, 2011; CREDO, 2009; Orfield, 2008; McNeil and Valenzuela, 2001; NRC, 2011).viii ix x Experts have suggested that with revised goals and an emphasis on carefully designed incentives over punitive measures, considerably more progress could be made toward the president’s 2020 goal than has been made under the current system (NRC, 2011).xi The following

policies would help the federal government effectively leverage its funding power to frame a new system of incentives that support academic success.

1.1 Adopt and equitably implement Common Core State Standards to maintain high standards.

The majority of federal education funding comes from the Elementary and Secondary Education Act (ESEA), which requires that each state show that it has a system of statewide academic assessments linked to high standards.

Research shows that state assessments and standards vary, with some far less demanding than others. With federal assistance, all states should adopt Common Core State Standards (CCSS) and use tests that are aligned to these standards.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

1.2 Ensure that statewide assessments are valid and reliable measures.

Under the ESEA, states that receive Title I funds must develop challenging content and performance standards, as well as assessments and accountability systems aligned with those standards. Those systems must make “reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students relative to state standards.” Despite this mandate, math and reading tests currently used to measure student performance in state-wide assessments are often flawed, and include totally invalid measures for English learners in many states (GAO, 2006, 4).^{xii} Valid and reliable tests are necessary if they are intended to help improve the quality of instruction.

The SMARTER Balanced Assessment Consortium (SBAC) is a state-led consortium, currently representing 30 states, working to develop tools based on the CCSS that will be valid, reliable, accurate and fair. SBAC received \$176 million on Race to the Top funding to enable the development of this tool as a companion to the CCSS effort. Congress should ensure that standardized tests

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

meet the Standards for Educational and Psychological Testing (the Joint Standards) published by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. These standards are also recognized by the National Academy of Sciences Board on Testing and Assessment.

1.3 Use a broad range of indicators to increase state, district, and school accountability and create early warning systems for schools and student performance.

Federal law requires student performance information be publicly reported by race, ethnicity, gender, income, and disability, English learner, and migrant status. The law also requires the reporting of state reading and math scores, high school graduation rates, and an additional achievement measure of a state's own choosing. This policy could be strengthened by adding other indicators of school and district performance, such as rates of attendance, retention in grade, discipline, and course failure -- especially at the high school level. Data should also be disaggregated by subgroup and longitudinally by student to show patterns. These quantifiable indicators are important to track because research indicates that they are dropout predictors (Balfanz, 2008, Appleseed 2011).^{xiii} With early warning signals in place, districts and schools can support struggling students well before they drop out entirely, an outcome that is all too often a pathway to the criminal justice system. A groundbreaking study by Texas A&M University, the results of which are detailed in the Council on State Governments report, *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, details that connection. The National Governors Association Center for Best Practices recently released its report on dropout indicators, which include strategies for the development of early warning systems; the National High School Center has also made its early warning tool publicly available. By requiring states to report their progress toward ameliorating these negative indicators, policymakers and the public will have access to a more complete and accurate picture of the performance of the education system at the state and national-levels.^{xiv}

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers

1.4 Track the progress of groups of students annually and over their entire academic career and reward districts that improve the quality of education for all students.

Most states say they are ready to use a "longitudinal unique student identifier system" or data system that will enable educators to track a range of outcomes for every student for the length of their entire academic career (Data Quality Campaign, 2010).^{xv} With longitudinal data available there is an opportunity to track the growth of a cohort of students as they advance from one grade to the next, and to set reasonable and achievable growth goals for those students. Schools showing the greatest progress in improving the performance of a low performing groups of students should be publicly recognized and be given non-competitive rewards, which are incentives that support

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

cooperative action over competition, for maintaining or expanding these efforts. Schools and districts should be eligible for funding to document and build on their success and to help others replicate their most effective changes.^{xvi} Maintaining subgroup accountability would ensure that all schools and districts work to close the achievement gap. Further, by encouraging schools to attend to struggling subgroups in otherwise well-performing districts, more students will get the supports they need to stay on a college and career track.

CASE STUDY

*Texas was among the first states in the nation to track students using individual student identifiers. In July of 2011, the Council of State Governments and the Public Policy Research Institute at Texas A & M, published a report called, *Breaking School's Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. The study tracked every middle school student in the state of Texas for six years and demonstrated that suspensions had a very high correlation with retention in grade, dropping out, and eventual involvement in the juvenile justice system.³ This was especially true for African American students whom the report demonstrated were at much greater risk for harsh discipline when the type of misbehavior, poverty, and a multitude of other factors were controlled for. According to Republican State Senator Florence Shapiro "One of the most important takeaways from the report is learning that the school a student attends largely influences how, when, or if a student is removed from the classroom for disciplinary reasons." Shapiro who is chair of the Texas Senate Education Committee, and one of the lawmakers who supported the study also said, "The data suggests that individual school campuses often have a pronounced influence over how often students are suspended or expelled."⁴ It is worth noting that many of the conclusions and recommendations of the report (that schools could find ways to improve student behavior and academic outcomes by resorting to exclusion as a last resort and by employing other strategies to improve behavior) appear to have had bipartisan support in Texas and received favorable media attention.⁵*

1.5 Strengthen incentives and supports for parental and community involvement.

Family engagement is critical to a child's academic success. (Henderson and Mapp, 2002)^{xvii} Moreover, community advocates have influenced many effective school reform efforts (Annenberg, 2009). Title I currently requires local education agencies, and schools that receive Title I funding, to develop and implement parental involvement policies, with parental participation and input. LEAs must also provide technical assistance and support to schools in the development of their parental involvement policies. State education agencies are charged with reviewing each LEA's parental involvement plan. The federal government has taken the important step, in current Title I parental involvement provisions, of requiring schools to expand and improve their efforts to communicate to

³ Council of State Governments and the Public Policy Research Institute at Texas A & M, *Breaking School's Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, at 12-15 (2011) retrieved on August 19, 2011 from <http://justicecenter.csg.org/resources/juveniles>.

⁴ The statement was part of the press release for the report. [New Report on How School Discipline Relates to Academic and Juvenile Justice Outcomes](http://justicecenter.csg.org/resources/juveniles#media) retrieved on August 19, 2011 from <http://justicecenter.csg.org/resources/juveniles#media>

⁵ See a summary of the media coverage on the website. Retrieved on August 19, 2011 from <http://justicecenter.csg.org/resources/juveniles#media>

parents, helping them understand how to support their child's education, and encouraging their participation in school governing bodies and other activities. Those provisions should be strengthened and broadened by increasing current set-asides for family engagement and by prescribing additional requirements to ensure equitable participation by subgroups that their schools and districts serve, such as parents for whom English is a second language, ethnic minorities and low-income families. This could also include requirements and incentives that encourage schools to conduct outreach efforts and use school-community liaison personnel to boost parental and community relationships. The federal government can also support the development of standards for teacher knowledge and skills for family engagement as well as provide professional development to ensure improvement in this area.^{xviii} State education agencies should be required to comply with these requirements and monitor and evaluate their effectiveness at the district and school levels.

Potential Policy Actors:

- ✓ Federal legislators and executive agency administrators
- ✓ State legislators and governors
- ✓ State education agencies and departments of education

1.6 Reform benchmarks and goals for school improvement.

No Child Left Behind was heavily criticized for requiring all schools and districts to arrive at 100 percent proficiency in reading and math by 2012. Because the starting points for different groups of students were vastly different, schools and districts with historically low performance would have to make performance gains that far surpassed most other schools and districts. Some researchers have suggested that even under the best circumstances, the required gains had no basis in reality.⁶ A new federal system should maintain high standards and expectations for all students while ensuring that the growth benchmarks and ultimate goals reflect attainable rates of improvement. This will require carefully constructing growth measures that include attention to student progress, school culture and connectivity, and teacher and leader engagement and effectiveness (Wallace Foundation, 2010). The adoption of growth measures should be contingent upon the development of assessments that support their use.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers

1.7 Support comprehensive improvement for lowest performing schools.

Schools that fail on multiple dimensions when fairly assessed, and schools that cannot attract and retain leaders and faculty capable of devising and carrying out an internal reform, may require a serious infusion of resources and a long-term commitment of support from the district and the state (Orfield,

⁶ Rothstein, R. & Gordon, R. (2006) Point-Counterpoint: Should We Repair No Child Left Behind or Trade It In? Retrieved on August 20, 2011 from http://www.americanprogress.org/issues/2006/08/point_counterpoint.pdf

2011). In addition to developing and implementing an improvement plan that targets federal and state resources to raise the performance of low performing schools over time, school failure should trigger an audit of the policies and practices that may be systematically disadvantaging some schools. It also includes expanded learning time innovations and facilitating coordination and support from community agencies such as health care, social work, adult literacy, foster care, housing assistance, and parent training and information and other important community service providers. This kind of coordinated service is supported by research and is often called a “wraparound” model. Another model to consider is the Systems of Care, which is geared specifically for the needs of children who cross multiple public systems.^{xix} It is a model that has been particularly relevant for initiatives trying to reduce referrals to the courts because it provides a way for school districts responding to student needs to work in coordination with other local governmental agencies. Either approach would begin to address the fragmentation of efforts between parallel and disconnected systems, lack of responsiveness to student needs and the absence of protocols necessary to facilitate ongoing collaboration and coordination -- all of which contribute to some schools’ inability to perform.

The U.S. Department of Education and SEAs should prioritize funding to districts that employ approaches incorporating partnerships with civic leaders and organizations, private corporations, parent groups and community organizations that provide social supports as part of a broader effort to turn around low- performing schools.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

Policy Actions to Create an Effective Federal Education Role

- **The federal government** should prioritize funding for education programs to those states, which have adopted the Common Core State Standards and, when appropriate, condition some funding on the adoption and implementation of the CCSS.
- **The federal government** should provide additional support for the development and refinement of assessment tools that can be employed in the states; and should incentivize or mandate the use of valid and reliable assessment tools based on the Common Core State Standards, including those being developed by Partnership for the Assessment of Readiness of College and Careers and the SMARTER Balanced Assessment Consortium, and condition funding on the use of valid tools.

- **Federal regulations** requiring states to submit Consolidated State Performance Report (CSPR) data to the U.S. Department of Education should be strengthened by adding other indicators of school and district performance, such as rates of: attendance and chronic absence, retention in grade, school transfers and withdrawals, disciplinary actions, including suspension, expulsion and arrests, discipline, and course failure. State allocations should be conditioned on progress toward meeting supplemental benchmarks related to improvements in each area.
- **The federal government** should standardize the manner in which states define and measure specific data elements in order to promote comparability between states on key measures such as graduation rates and student achievement. Federal policymakers could also require states to develop systems to collect early warning data in addition to standard demographic information and use, as one means of evaluation, states' reports on progress toward decreasing the occurrence of these indicators. Finally, the federal government could increase its investment in the Statewide Longitudinal Data Systems (SLDS) program and offer funding preferences to states that maintain longitudinal data.
- **The federal government** should replace the current unrealistic student turnaround achievement standards prescribed in NCLB and develop an accountability system that sets high expectations for school improvement and student achievement but is accompanied by benchmarks reflecting high, but attainable requirements for improvement over time. The federal government should further incentivize turnarounds at the state level by giving non-competitive grants to states that meet prescribed improvement benchmarks, and identify target subgroups for improvement; conversely, schools and districts that consistently underperform should be subjected to stringent preconditions for funding -- including tighter fiscal controls, professional and leadership development, and partnership or teaming requirements.
- **The federal government** should provide further support for a wraparound or systems of care model of school turnaround efforts. It should prioritize funding to districts that employ approaches that incorporate partnerships with civic leaders and organizations, private corporations, parent group and community organizations to provide social supports as part of a broader effort to turn around low performing schools.
- **State education agencies** should develop a state parental involvement action plan, and include steps for implementation and monitoring to ensure – consistent with the Title I mandate – that local education agencies, and schools which receive Title I funding develop their own substantive plan to communicate effectively with, and involve, parents in schools' programs and processes.

- **State education agencies** should partner with LEAs to document positive and promising turnaround strategies, and make investments in replicating those strategies and outcomes statewide and beyond. They can attach contingencies to funding schools with subgroups that perform in the bottom quartile in comparison to statewide averages. Those schools should be required to develop a plan to be approved by the SEA for raising the performance of the groups in question, and the SEA should provide technical assistance and support in its execution.
- **State education agencies** should facilitate coordination at the state level, and encourage LEAs at the local level to engage community and government agencies such as health care, social work, adult literacy, foster care, housing assistance, and parent training and information and other important community service providers. This might include initiatives such as having SEA's offer resources and technical assistance to help districts implement electronic health records, increase Medicaid billings and improve linkages to children's primary care doctors.

Action Steps for Advocates

- ✓ Organize a parent and community group to compile questions for your local school board about the implementation of the Common Core State Standards (CCSS) in your district. Ask for time on the school board meeting agenda to present your issues and get your questions answered.
- ✓ Work with advocacy groups to develop and insert questions about education reform and the Common Core State Standards in candidate questionnaires to secure commitments, and find out the positions on key education issues of candidates for local, state and national office.
- ✓ Invite political candidates to open forums for parents and community members to address education issues including the CCSS adoption and implementation.
- ✓ Support the adoption and equitable implementation of the common core standards in your state, and request opportunities to participate on the task force for adoption or councils troubleshooting its implementation. Request specific information about how the standards will be implemented in underserved communities and communities of color.
- ✓ Get advocates and parents to sign on to a letter to your state and local education agencies asking them to share their federally-required parental involvement plan, including measures they are taking to involve communities of color and underserved communities. Ask to see the plan and ensure that mechanisms are in place for meaningful parental and community participation in decision-making, not just feedback on decisions already made.

- ✓ Write a sign-on letter to your local education agencies, requesting the opportunity to provide input on the development of benchmarks for school improvement, and request reports to parents and the community as progress is made (or not) by individual schools toward meeting those benchmarks.
- ✓ Partner with state and local education agencies to develop a plan – based on proven strategies from other jurisdictions – to attract and retain teachers and leaders to underserved or low-wealth schools in order to support comprehensive improvement efforts. Invite education authorities from other states or districts to share best practices and tools they have used to positive effect.
- ✓ Work with the media to publicize information about school disparities or challenges that undermine student achievement and school success.
- ✓ Learn how to file a Freedom of Information Act (FOIA) request so that you can access restricted government data that you can be highlight at school board meetings and in the media.
- ✓ Learn how to file an education discrimination complaint with the [U.S. Department of Education](#).
- ✓ Ask your school or district for suspension and expulsion data or use [Civil Rights Data Collection](#) education information to identify trends and lobby for necessary education reforms.
- ✓ Lobby the legislature on issues related to improving schools and educational opportunities for students.
- ✓ Learn how to file a state or local referendum on education issues.
- ✓ Launch a candidate for the local school board who shares your education views.

Strategy 2: Ensure that Students Stay on the College and Career Track.

Students who do not graduate are most likely to be economically disadvantaged, disabled or of limited English proficiency.^{xx} Students of color are statistically overrepresented in each of these groups. When graduation rate data are disaggregated by race and ethnicity, African Americans, Native Americans and Hispanics fare the worst, with national rates hovering between 50 and 60 percent. ^{xxi} The 2009 report “Cities in Crisis,” covering the nation’s 50 largest metropolitan areas, showed an average graduation rate of 52.8 percent for the principal districts serving these cities, with 10 principal districts having rates of 45 percent or lower.^{xxii} While the current ESEA law does require that high school graduation rates be used to assess the performance of schools and districts, research indicates that the standards most states selected were so weak that there



was no real incentive to improve graduation rates if a school or district did not care to (Losen, 2011).^{xxiii} Most policymakers now agree that any K-12 system designed

to prepare student for careers and college must be evaluated, at least in part, by the graduation rates of its high schools. The National Academy of Sciences and National Research Council recommend achievable goals and benchmarks for improving graduation rates (NRC, 2011).

Policymakers agree that we need to intervene earlier to ensure that students who are struggling get back on the track toward high school graduation as a prerequisite to college and career readiness. Researchers increasingly point out serious problems in school environments, such as increased use of harsh exclusionary discipline, bullying and harassment. These problems are linked to school failure (Texas 2011), and need greater attention in federal oversight if we are to meet our 2020 goals.

2.1 Improve the reporting and ensure the comparability of high school graduation rates across states.

Research has demonstrated that federal policy has not required much from schools or districts in terms of improving graduation rates (Losen, 2006).^{xxiv} This can be corrected by strengthening the requirements for accurate public reporting of “four-year” graduation rates.^{xxv} Most states have developed longitudinal data systems and the capacity to accurately report graduation rates.^{xxvi} Even states that use longitudinal data, however, can artificially inflate graduation rates if their policies for counting and tracking students are not rigorous and transparent.^{xxvii} District report cards should include accurate graduation rate data disaggregated by gender with race, ethnicity, disability, SES and English language status. The annual reporting of a 4-year graduation rate for all subgroups would ensure the integrity of graduation rate analysis across districts and over time. Beyond accurate reporting of the data, as the National Research Council recommends, graduation rates should become a central aspect of any *new* federal system of school and district evaluation (NRC, 2011) as they reflect the performance of the entire K-12 system, and can help the nation more realistically measure its progress towards college and career readiness.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

2.2 Reward schools for encouraging struggling students to stay in school and earn real diplomas.

Incentives to improve graduation rates should be aligned to keep struggling students in school and to reach out to those who have dropped out, as well. An effective system of school evaluation and

oversight should provide incentives for schools and districts to support those who need more time to earn diplomas, including students who are over-aged, previously incarcerated or who left school for a GED program. These students should stay on track for a diploma, not a lesser form of completion.

Alternative schools serving students who have

previously dropped out, or those who have been involved in the criminal justice system, should also be eligible for rewards and other incentives.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

Improved Solutions for Urban Systems, (ISUS). In 1999, ISUS created the first of three dropout recovery career and technical schools. Today it consists of three charter schools that serve more than 400 Dayton, Ohio students in advanced career track education in three areas: nursing, information technology, and manufacturing/construction. Typically, 70 to 80 percent of ISUS students have been involved in the criminal justice system. Ninety percent had dropped out of high school. About 25 percent are students with disabilities. To graduate from ISUS all students must earn a bona fide Ohio HS diploma. Typically, graduates will also have obtained professional certification in one of the three career tracks as well as some college credits. All ISUS students learn through a combination of classroom work and intensive field experience. The schools also stress a commitment to the community. For example, the construction trades students have rebuilt or refurbished and then sold more than 50 homes in impoverished residential areas of Dayton. Unfortunately, as the housing market in Dayton has gone downhill the school suffered financially.⁷ In 2009, the schools placed 2nd, 4th and 15th highest performing of all 62 Dayton, Ohio public schools.⁸ ISUS founder Ann Higdon and the schools have won numerous awards and prizes; in 2011, Harvard University's Kennedy School of Government named ISUS one of its top 25 innovators in government.⁹

2.3 Implement interventions to address problems that contribute to an unhealthy educational environment and exacerbate early dropouts.

Researchers are beginning to note how unhealthy school environments can lead to higher dropout rates and poor academic achievement. One growing concern is that school discipline policies, especially zero-tolerance policies that emphasize suspension and expulsion are not developmentally appropriate responses to routine misbehavior and contribute to the alienation of students. The overuse of exclusionary school discipline is connected to lower graduation rates and higher rates of

⁷ Even as the school has won recent awards from Harvard for innovation, its main source of funding (sales of rebuilt homes) has dried up, putting the school's future in jeopardy. See http://www.ohio-share.coxnewsweb.com/News-share/Local_News-share/isus-charter-school-cuts-budget-plans-to-operate-next-year-1188966.html

⁸ Tom Beyerlein, (June 19, 2011) ISUS charter school cuts budget, plans to operate next year. Retrieved on August 20, 2011 from http://www.ohio-share.coxnewsweb.com/News-share/Local_News-share/isus-charter-school-cuts-budget-plans-to-operate-next-year-1188966.html

⁹ Id. For a long list of awards ISUS has won, visit the ISUS website at <http://www.isusinc.com/#!about-us/vstc4=awards>

incarceration (Texas, 2011). High rates of suspension and expulsion may also be an indicator of other problems in the school, such as inadequate teacher preparation and support, insufficient access to counseling and academic and social emotional services, and a lack of coordination between the school, home and community resources. Another concern is that bullying and harassment can seriously disturb the educational environment. The ESEA should promote policies that minimize the use of suspension and expulsions and emphasize programs, such as positive behavior supports, restorative practices and social emotional learning, which promote a school-wide culture of high expectations and positive interactions among students and faculty, and use data to identify and respond to student needs. Federal, state and local governments should expand support for evaluation of such strategies in order to guide the efforts of school districts to reduce suspensions and other forms of exclusionary discipline.^{xxviii} Funds also should support professional development of teachers in classroom and behavioral management.^{xxix}

Research shows that about 33% of all high school dropouts do so in 9th grade. (EPI, 2007)^{xxx} This suggests that poor preparation and other problems in middle school or earlier likely played a role. The ESEA should adopt early warning signals based on predictors from districts with high schools with low graduation rates. Some of the factors that should trigger intervention include high rates of suspensions and expulsions, chronic absenteeism, course failure, and grade retention. It is self-evident that students who enter high school well prepared to succeed are far more likely to graduate with a diploma. When school performance is reviewed, parents should have access to the rates of disciplinary exclusion on equal footing with information about test scores and graduation rates. Currently, the IDEA requires annual public reporting of discipline rates for students with disabilities.^{xxxi} When the ESEA is reauthorized states should similarly be required to include discipline data in annual reports, with additional information on district and school rates.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

In Baltimore City public schools, Superintendent Andrés Alonso announced that the system would turn away from the frequent use of suspension and expulsion when confronted with challenging behavior in order to encourage student attendance and engagement in schools. According to The New York Times, “Alonso took on the culture of the schools, which relied heavily on suspensions for discipline, a practice Dr. Alonso strongly opposed....Now school administrators have to get his deputy’s signature for any suspension longer than five days. This year, suspensions fell below 10,000, far fewer than the 26,000 the system gave out in 2004. Instead, schools handled discipline problems more through mediation, counseling and parent-teacher conferences, and offered incentives like sports and clubs. Mental health professionals were placed in every school with middle grades.” “There was a lot of punishment energy focused on the kids,” said Michael Sarbanes, executive director of community engagement. “We were trying to overcome a perception that had built up over years that we don’t want you.”¹⁰ Not only have suspension rates have reduced dramatically during Alonso’s tenure, according to the district’s website, achievement levels and graduation rates have increased considerably.¹¹

2.4 Implement student recovery plans for struggling students to get them back on track to graduate high school.

Many educators have long praised the Individuals with Disabilities Education Act for bolstering the rights of students with disabilities. Students in the persistently lowest performing schools should also have the right to receive, and schools the duty to provide, an individualized student recovery plan designed to ensure that every struggling student receives the support he or she needs to get back on the path to graduation. Along with enforceable rights, an individualized student recovery plan -- such as that championed by the Schott Foundation-- would help ensure that the school and district worked closely to provide the kind of high quality educational opportunity students need to receive.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

¹⁰ Tavernise, S. (2010, December 1). A Mission to Transform Baltimore’s Beaten Schools. *New York Times*. retrieved December 3, 2010 from <http://www.nytimes.com/2010/12/02/education/02baltimore.html?emc=eta1&pagewanted=print>

¹¹ See By the Numbers a fact sheet showing gains in academic outcomes retrieved on August, 19, 2011 from <http://www.baltimorecityschools.org/domain/5>

Policy Actions to Ensure that Students Stay on the College and Career Track

- **The federal government** should prescribe a standard methodology for measuring high school graduation rates and mandate its use by all systems receiving federal funding. That would help ensure college and career readiness among graduates nationwide and promote comparability among state rates of graduation, enrollment, withdrawal, attendance, chronic absence, truancy, school discipline exclusions, and other measures that count students and capture how much/long they are actually in school.
- **Federal lawmakers** should include in the reauthorization of the ESEA a mandate for the use of early warning systems, which would predict students and districts at risk for underperformance and prescribe a threshold for intensive intervention by the state. The system should include indicators related to individual student behaviors, school culture and leadership, teacher and leader attrition, socioeconomic context and other established markers of student and school underperformance. The federal government can also support initiatives that help retain struggling students on the path to completion of high school by providing grants and incentives to states that develop and utilize alternative instruction models and novel re-engagement strategies. The federal government could, for instance, require schools to provide an individualized student recovery plan, similar to that employed in IDEA processes, to ensure that every struggling student, or student who is flagged by early warning system indicators receive support to get back on the path to graduation. In the reauthorization of ESEA, states should also be required to include disaggregated disciplinary action data in Consolidated State Performance Report annual reports, with additional information on district and school rates.
- **State education agencies and legislatures** should adopt a qualitative as well as quantitative approach to assessing and reporting graduation rates, and ensure that core competencies for high school graduation do not differ sharply across districts.
- **State education agencies and legislatures** should broaden the permissible methods by which students can earn a high school diploma by re-focusing on achievement of core competencies and content knowledge, rather than adherence to the in-classroom instructional model. SEAs should also develop, promulgate and monitor credit recovery programs to ensure that these programs maintain rigorous and evidence-based curricula, and that students do in fact benefit from these programs.
- **State education agencies** should require and provide support for teacher and leader training in behavioral management in schools, and provide a menu of voluntary intervention options for struggling teachers and leaders including mentorship, coaching from peers and strategic planning.

- **The Local education agencies** should partner with higher education institutions and private corporations to broaden the options for high school credit accumulation, which would include field experience, internships, distance learning and other approaches to facilitate graduation for students who do not perform well in the traditional classroom context.
- **Local education agencies** in districts with unhealthy educational environments and dropouts should develop a process that favors student diversion and alternative instruction over expulsion. LEAs can, for instance, examine the threshold for expulsion and, if appropriate, revise it to favor recovering students who have dropped out and keeping in school those students who are struggling.

Action Steps for Advocates

- ✓ Develop a coalition to devise a comprehensive advocacy and legislative agenda that differentiates between actions that can happen at the local, state and federal levels and outlines a plan that includes champions, strategies and tactics to accomplish each portion of the agenda.
- ✓ Participate in task forces, committees or other bodies, or work with state and local education agencies to form them where they do not exist, in order to address core issues such as curriculum, teacher and leader quality, resources, development of early warning and data collection systems, student disciplinary policies, and student recovery plans.
- ✓ Engage the private sector and business community to participate in task forces and committees as necessary and build awareness of their role as stakeholders in the future workforce.
- ✓ If your district data shows disparities in impact of disciplinary policies on certain groups and communities, demand that the school district develop a plan – with community input – to address the problem, including strategies for re-engagement and provision of social services if needed.
- ✓ Contact other states or districts that have progressive policies in place for credit recovery and non-exclusionary discipline to engage in information-sharing and technical assistance with your district.
- ✓ Ask for parental or community representation on existing task forces, committees or other bodies that address core issues such as curriculum, teacher and leader quality, resources, development of early warning and data collection systems, student disciplinary policies, and student recovery plans. Work with state and local education agencies to form them where they do not exist.

- ✓ Develop a comprehensive advocacy and legislative agenda that differentiates between actions that can happen at the local, state and federal levels and outlines a plan that includes champions, strategies and tactics to accomplish each portion of the agenda.
- ✓ Engage the private sector and business community to participate in task forces and committees as necessary and build awareness of their role as stakeholders in the future workforce.
- ✓ Ask your school or district for suspension and expulsion data or use [Civil Rights Data Collection](#) education information to identify trends and lobby for necessary education reforms.
- ✓ Learn how to file an education discrimination complaint with the [U.S. Department of Education](#).

Strategy 3: Ensure Equitable Access to Key Educational Resources.

Even in this wealthiest of nations, students in rural and urban communities alike across the country face significant obstacles to critical educational resources. Many of our nation's lowest performing schools are also the schools in a district or state where poverty is concentrated, populations mobile, and resources and support institutions rare. The schools in these communities are a reflection of structural policies in housing, transportation and jobs that create a concentration of poverty and resource gaps. If these challenges are left unaddressed, a state may fail in its obligation to provide adequate resources to a school district, while still holding the district accountable for the low performance of the enrolled students. A new accountability system must not look solely at individual school and district performance, but also include measures and consequences where the low performance at the school level is clearly linked to the failure by a district or state to provide adequate educational resources. Common opportunity resource standards could be developed and included as part of federal ESEA accountability. Federal oversight would establish accountability for inputs as well as outcomes, and for states and not just schools or districts. Making states accountable for closing the opportunity gap and tying it to their funding levels will prompt them to provide equitable opportunities to learn.



3.1 [Adopt, implement, and enforce common resource standards to ensure students access to equitable instructional resources.](#)

Resource opportunity standards would include national benchmarks to ensure access to: (1) high-quality, early childhood education; (2) highly qualified and effective teachers; (3) a high-quality college-and career-bound curriculum, that includes the arts and physical

education, and that will prepare all students for college work and citizenship; and (4) equitable instructional resources as a condition for receiving federal funds under the ESEA. As envisioned in the now-pending Student Bill of Rights Act, H.R. 2451, federal funding would be tied to each state's demonstrated progress toward equitable access to education resources.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

3.2 Develop guidance, and oversight to implement common resource standards and seek transparent reporting of resources.

In order create a system of public education in which race, ethnicity and/or income are no longer significant predictors of student educational resource access or achievement, and to facilitate equitable outcomes, each year states should be required to publicly report how resources are being distributed between and within districts. This reporting requirement will provide transparency that will better inform parents about the quality of their child's educational experience, and help ensure state's implementation of the Common Resource Standards. State education agencies should develop standards to guide implementation of the standards at the district level. Although the U.S. Department of Education's Office of Civil Rights currently collects a sample of relevant data from states, its Civil Rights Data Collection system must be strengthened to handle the increased data collection and analysis resulting from state Common Resource Standards reporting requirements.

Potential Policy Actors:

- ✓ Federal legislators and the U.S. Department of Education
- ✓ State legislators
- ✓ State education agencies

Policy Actions to Ensure Equitable Access to Key Educational Resources

- **The federal government** -- most likely the U.S. Department of Education -- should support the development and monitoring of research-based resource equity standards that establish a baseline of necessary educational resources; and states should be required to develop a plan to meet those standards.

- **The federal government** should condition funding on states' efforts to close opportunity gaps in their education systems, and must prescribe benchmarks for accomplishing that goal. This requirement should also include a trigger that compels states to conduct a resource audit when schools consistently perform below average on academic achievement measures. States should be provided with technical assistance, incentives and subsidies to encourage the implementation of equity measures.
- **The federal government** should compel states to review inter- and intra-district resource distribution using established indicators. States that fail to comply would be subject to withdrawal of federal funds, and the federal government would have the right to apply a direct remedy to correct the problem. The federal government would provide states with official guidance on how to become and remain compliant. It would also reward compliance by awarding leadership academy grants and opportunities to state education leaders for remarkable gains or successful implementation of common resource standards.
- **State education agencies** should conduct annual reviews and audits at the local level to monitor resource distribution, and should offer incentives to implement equity measures and issue public reports on resource distribution for education.

Action Steps for Advocates

- ✓ Find out what the barriers are to equitable access to resources in your school system or community, publicize the results of that assessment, and call on state and local education authorities to correct the inequities.
- ✓ Write sign-on letters and letters to the editor about the extent and consequences of resource inequities in your school system. Use real examples to illustrate your point.
- ✓ Call on state education agencies to perform annual resource reviews and to ensure equitable distribution -- and include remedies for inequities, such as financial receivership arrangements for districts that do not comply.
- ✓ Organize forums and town hall meetings. Invite local and state-level representatives to answer questions from parents and the community on school resource issues; try to secure public commitments to address inequities.

Write model legislation and seek out a legislator to champion the effort to pass and implement a reform of your state's tax or wealth-based education funding system.

- ✓ Develop a federal legislative or regulatory agenda with standards for equitable distribution of resources, and which calls for tighter federal controls on funds for states that do not comply with equitable distribution guidelines.
- ✓ Work with the media to publicize information about school resource disparities or challenges that undermine student achievement and school success.

- ✓ Ask your school or district for per pupil and per school education spending data to identify trends and lobby for necessary education reforms.
- ✓ Learn how to file a Freedom of Information Act (FOIA) request so that you can access restricted government data that you can be highlight at school board meetings and in the media.
- ✓ Learn how to file an education discrimination complaint with the [U.S. Department of Education](#).
- ✓ Lobby the legislature on issues related to equalize the allocation of resources among schools and districts.
- ✓ Learn how to file a state or local referendum on education issues.
- ✓ Launch a candidate for the local school board who shares your education views.

Strategy 4: Expand Educational Opportunities Through Promotion of Racial, Ethnic and Economic Diversity.

The nation's changing demographics suggest that children and youth of color will soon become a majority of students attending K-12 schools. Yet many K-12 schools in the U.S. are segregated by race and ethnicity largely due to neighborhood housing segregation, which, in many cases, is also a reflection of racial and ethnic disparities in income and wealth. Furthermore, when students from racially



isolated schools have had an opportunity to attend more diverse schools, they tend to have higher graduation rates, are more likely to go on to college,^{xxxii} and are often better equipped to meet the goals of closing the achievement and opportunity gaps, college and career readiness -- which builds stronger communities. Although the research shows that African American and Latino students often do better academically in diverse schools, research also shows that diverse schools have academic and socio-cultural benefits for all students that attend them, not just students of color (Tefera et al, 2011).

Diversity's positive impact on career readiness suggests that federal support for successful, stably integrated schools would pay large dividends in terms of social and economic success of all communities.^{xxxiii} The case for continued or even enhanced federal role is supported by numerous Supreme Court rulings that establish that governments have a compelling interest in fostering diversity within educational settings.^{xxxiv} Offering support for school districts that want to voluntarily address racial diversity goals would be a good investment in educational achievement.^{xxxv} The Court has also said that states should seek to prevent the harms from racial and socio-economic isolation in our schools. The following recommended policies describe how the federal government and the states can promote diversity in our schools.

4.1 Award grants to schools, districts, and states that implement measures to increase student diversity.

Just as the Obama administration successfully used the Race to the Top applications to encourage lifting state imposed caps on charter schools, so too could Congress encourage states to promote diverse schools. The federal government should give a competitive edge to states and districts that actively promote diversity when they apply for any of the many billions of dollars of educational funds awarded on the basis of a competition, such as Race to the Top, and the Innovation Fund.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers

4.2 Allow students to transfer across district lines to attend high performing schools with highly qualified and effective teachers.

Students in schools that are found to be chronically low performing should be given the opportunity to attend high performing schools. Studies show that high performing schools tend to have access to better human and material resources. The ESEA should encourage states to implement strategies that enable students to transfer across district lines to attend high performing schools. Such transfer opportunities would also provide the necessary access to experienced, in-field and highly qualified teachers at the same rate as other children. Inter-district incentives would also help break down the otherwise rigid district boundaries that are notorious contributors to the opportunity gap. To enhance participation, Congress and states should also provide free transportation or inter-district transfers. While the current ESEA's school improvement requirement encourages the establishment of "cooperative agreements with other local educational agencies in the area" the agreements are only triggered "if all public schools served by the local agency to which a child may transfer are identified for school improvement."^{xxxvi} In the new law, students attending the lowest performing schools should also be provided with inter-district transfer choices along with free transportation.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Promote Racial, Ethnic, and Economic Diversity in Schools

- **The federal government** should assign preferences to grants for states and districts which can demonstrate that they have developed or begun to implement meaningful strategies to increase diversity, including promoting more diversity of charter schools.
- **The federal government** should, in the reauthorization of ESEA, permit students attending the lowest performing schools to have broader choices for transferring, including inter-district transfer.
- **State legislatures and education agencies** should develop processes and guidelines that will enable students to transfer across district lines to attend high performing diverse schools.
- **State education agencies** should develop access plans – and seek funding– that will permit students who obtain an inter-district transfer to attend school without incurring transportation costs.

Action Steps for Advocates

- ✓ Partner with other advocates, including parents and civil rights organizations, to demand that state and local education agencies report annually on racial, ethnic and economic disparities in their systems and on measures they have been implemented to address those disparities.
- ✓ Develop and propose to state and local education authorities, transfer policies that facilitate and support the attendance of disadvantaged students at high-performing schools. Determine parental support for these policies and organize parents and other community members to drive this policy change.
- ✓ Request that your local school board or city council convene hearings on school diversity and include advocates and officials from other jurisdictions to speak about alternative and proven strategies that have provided greater diversity in their systems.
- ✓ Pitch stories to local news media about the effect of the lack of diversity on specific schools and the students in them. Use personal stories and testimonials when possible.
- ✓ Learn how to file an education discrimination complaint with the [U.S. Department of Education](https://www.ed.gov/).

Strategy 5: Reinforce a Core Curriculum that Includes Civics, Arts, Music and Physical Education.

When students receive health and social supports along with a well-rounded, high-quality curriculum, they are better prepared to be successful in college, work, and life. Unfortunately, many schools have failed to integrate health and social services or have given up on offering a diverse curriculum that includes civics, arts, music, and physical education -- all of which foster social and emotional capacities necessary for children to successfully negotiate conflict and adversity and persist in school. This is in part due to budgetary pressures and the ill effects of the No Child Left Behind Act, which pressured many schools to focus on areas for which they are held accountable. Ironically, studies show that access to these important educational opportunities also help improve student performance in other academic areas. For example, a growing body of research shows the connection between high-quality physical education and positive academic outcomes -- such as increased classroom concentration and improved performance on standardized tests. Research also shows that these curricular offerings foster student engagement with their school, reducing the likelihood of dropping out. Students must be given access to a well-rounded curriculum that educates the whole child for college and career readiness. The following recommendations support this goal.

5.1 Give schools academic credit and support for providing a diverse curriculum.

Reconfigure the federal accountability framework to allow schools to receive credit for offering a well-rounded curriculum that includes civics, art, music and physical education. The Fit Kids Act in Congress, which seeks to elevate the importance of physical education in the ESEA accountability framework and the U.S. Department of Education's Arts in Education program are two vehicles that support this goal. They should be integrated into ESEA along with language that also offers incentives for schools to offer civics and music education. Federal, state, and local governments should also provide targeted support to economically disadvantaged local education agencies to assist them in introducing, maintaining or expanding a diverse curriculum.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Strategy 6: Broaden Curricula and Expand Essential Student Supports.

Children and youth who receive the critical health, social and emotional supports they need to help them navigate life's challenges are in a better position to be successful in the academic environment. And, a well-rounded education that provides exposure to civics, history, music, physical education and the arts provides many benefits for the children who receive it and for society at large.



6.1 Increase access to health, social and community services in schools.

Students who have access to mental and physical health professionals, such as social workers and psychologists, are better able to cope with personal and emotional challenges that have the potential to derail their academic progress. Successful programs such as Communities in Schools and the Harlem Children's Zone illustrate that the federal government and states should seek to support professional wraparound services within schools that facilitate student access to important health, social, and community services.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

6.2 Promote and maintain family engagement.

Parents represent vital resources that can help students and schools advance their educational goals. Unfortunately, parents are often underutilized or ignored. Parents should be well-informed advocates for their children and the schools they attend but they need the information, training and support necessary to enhance their ability to be productive partners in their children's educational success. Similarly, teachers and school leaders need to have the capacity and understanding to productively and consistently integrate parents into their child's learning experience. Federal, state, and local governments should develop and implement parent engagement programs that provide parents with the critical information and skills that they need to understand and help advance their child's educational progress.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

6.3 Leverage community engagement through experiential and interactive community-based learning opportunities.

Students often benefit from real-world learning opportunities like internships, community service, and field trips. These opportunities are dependent on the resources of the surrounding community. Federal, state, and local governments should establish public/private partnerships that enable students to take advantage of the out-of-school learning opportunities available to them in their communities.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Action Steps for Advocates

- ✓ Ask state and local education agencies to develop and make public a plan to include or retain civics, arts, music and physical education programs in the schools.
- ✓ Ask candidates to sign pledges not to cut funding for civics, arts, music and physical education in your state.
- ✓ Partner with foundations and non-profits to develop a public education campaign to build broad-based support for arts, music and physical education in schools. Publicize the benefits of these elements as part of a core curriculum and provide parents with the tools – talking points, etc. – to share their support at school board meetings and other public forums.
- ✓ Advocate for increasing opportunities for students to learn through non-traditional or alternative means and obtain credits towards a high school diploma. Provide real examples of how out-of-school work and volunteer experiences contribute to youth development.
- ✓ Ask state and local education agencies to share or develop plans for parental involvement, and when necessary develop and propose such a plan. Make sure the plan includes specific measures that will support the involvement of parents from communities of color and low-income and working parents.

Policy Actions to Expand Essential Student Supports and Enrichment Opportunities

- **Federal lawmakers** should incorporate into the ESEA reauthorization measures like the Fit Kids Act, which seeks to elevate the importance of physical education in the educational accountability framework, and incorporate others that allow schools to receive credit for offering a well-rounded curriculum that includes civics, art, and music.
- **The federal government** should increase investments in programs that facilitate the arts in schools, retain the arts among the core academic subjects, and collect and disseminate information about the value of the arts in improving outcomes among disadvantaged and low-performing schools and students.
- **The federal government** should provide incentives to states to develop innovative models for improving family engagement. States and localities should adopt policies and practices that advance ongoing parental engagement and support.
- **The federal government** should implement funding preferences for education programs that provide or facilitate wraparound services for students.
- **State and local governments and education agencies** should explore partnerships with foundations, corporations, volunteer associations and parents' groups to provide support to economically disadvantaged local districts that seek to introduce, maintain or expand essential curriculum elements, including physical education, civics, art and music.
- **State education agencies** should facilitate and provide technical assistance to local education agencies seeking to form partnerships and cooperative agreements with public agencies and community-based organizations that provide social services.
- **Local education agencies** should use the system of care model to connect students to health and social services that decrease their likelihood of dropout.
- **States and local education agencies** should focus on developing and expanding partnerships with community organizations and institutions to support out-of-school learning opportunities for students that help them meet their achievement goals while also making connections in their communities.

TOOLS TO IMPLEMENT K-12 STRATEGIES

The SEDL National Center for Family and Community Connections with Schools, A Toolkit for Title I Parental Involvement: www.sedl.org/connections/toolkit/toolkit-title-i-parent-inv.pdf

Implementing the Common Core State Standards:

www.acenet.edu/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39580

Common Core Implementation Handbook: www.achieve.org/ImplementingCommonCore

SMARTER Balanced Assessment Consortium Resources and Materials:

www.k12.wa.us/SMARTER/Resources.aspx

National High School Center Early Warning System Tool, Toolkit and Technical Manual: www.betterhighschools.org/documents/NHSCEWSTechnicalManual.pdf

<http://everyonecounts.sbccs.k12.ca.us/index.php/resources/tools-for-educators/national-high-school-center-early-warning-system-tool-kit>

www.betterhighschools.org/contactinfo.aspx

Early Warning System Implementation Guide:

www.betterhighschools.org/documents/NHSCEWSImplementationGuide.pdf

National Governors Association, State Strategies to Achieve Graduation for All:

www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/state-strategies-to-achieve-grad.html

Louisiana Dropout Early Warning System (DEWS) Webinar:

www.dqcampaign.org/files/EWI_-_DEWS-Presentation_Webinar_.pdf

Council of State Governments, “Breaking Schools’ Rules: A Statewide Study on How School Discipline Relates to Students’ Success and Juvenile Justice Involvement”:

<http://justicecenter.csg.org/resources/juveniles>

Wallace Foundation, “School Turnaround Field Guide”:

www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/The-School-Turnaround-Field-Guide.pdf

The Education Trust, “Stuck Schools Revisited: Beneath the Averages”:

www.edtrust.org/dc/publication/stuck-schools-revisited-beneath-the-averages

Consolidated State Performance Reports Forms and General Information:

www2.ed.gov/admins/lead/account/consolidated/index.html

Statewide Longitudinal Data Systems Grants Program Overview and 2012 RFA:

<http://nces.ed.gov/programs/slds>

http://nces.ed.gov/programs/slds/fy12_rfa.asp

Editorial Projects in Education Research Center, “Cities in Crisis 2009: Closing the Graduation Gap”: www.edweek.org/media/cities_in_crisis_2009.pdf

The “Every Student Counts Act” Overview:

www.bobbyscott.house.gov/index.php?option=com_content&view=article&id=424&Itemid=112

Improved Solutions for Urban Systems (Dropout Recovery Schools) Overview:

<http://data.ed.gov/grants/investing-in-innovation/applicant/15041>

Schott Foundation, Opportunity to Learn Campaign Federal Recommendations:

www.schottfoundation.org/otl/otl-federal-recommendations-final.pdf

Data Quality Campaign, “Using Data to Improve Teacher Effectiveness”:

www.dataqualitycampaign.org/files/DQC-TE-primer-July6-low-res.pdf

METCO Voluntary Education Desegregation Plan (Massachusetts):

www.massresources.org/metco.html

The “Fit Kids Act”, HR1585: www.govtrack.us/congress/bill.xpd?bill=h111-1585

Plan for Success: Communities of Color Define Policy Priorities for High School Reform:

www.highschoolequity.org/policy/policy-priorities/#fbid=aFrw7-gzmOh

States	Grades PK-8	
	Cummulative Projected Enrollment Growth Between 2011 and 2020	Cummulative State, Local, and Federal Revenues Needed (at Current \$ per Student)
United States	11,901,959	\$ 152,688,760,739
Alabama	(86,302)	\$ (895,856,778)
Alaska	118,661	\$ 2,178,450,838
Arizona	828,651	\$ 7,890,886,421
Arkansas	10,126	\$ 108,107,489
California	2,476,040	\$ 29,342,333,200
Colorado	342,832	\$ 3,709,049,582
Connecticut	9,036	\$ 166,700,107
Delaware	45,454	\$ 674,175,112
Florida	827,714	\$ 8,777,379,957
Georgia	447,689	\$ 5,163,881,592
Hawaii	39,771	\$ 631,802,924
Idaho	145,249	\$ 1,256,067,124
Illinois	106,066	\$ 1,470,639,901
Indiana	49,319	\$ 628,155,721
Iowa	38,652	\$ 480,642,808
Kansas	69,416	\$ 899,374,066
Kentucky	(42,752)	\$ (462,044,676)
Louisiana	(95,535)	\$ (1,197,648,027)
Maine	36,982	\$ 523,317,833
Maryland	369,315	\$ 6,076,239,093
Massachusetts	(81,570)	\$ (1,361,808,252)
Michigan	(25,717)	\$ (321,630,679)
Minnesota	386,283	\$ 5,163,300,995
Mississippi	(87,960)	\$ (826,463,432)
Missouri	69,345	\$ 827,191,943
Montana	35,537	\$ 426,341,749
Nebraska	57,884	\$ 753,152,826
Nevada	327,073	\$ 3,560,414,405
New Hampshire	21,014	\$ 305,772,808
New Jersey	62,093	\$ 1,204,636,571
New Mexico	125,169	\$ 1,534,704,041
New York	(44,759)	\$ (961,798,815)
North Carolina	522,304	\$ 5,038,377,501
North Dakota	12,126	\$ 149,599,679
Ohio	(88,929)	\$ (1,216,240,432)
Oklahoma	29,359	\$ 276,405,564
Oregon	261,785	\$ 2,963,730,981
Pennsylvania	149,505	\$ 2,288,446,486
Rhode Island	35,297	\$ 574,609,171
South Carolina	70,894	\$ 806,072,077
South Dakota	34,792	\$ 362,244,163
Tennessee	133,715	\$ 1,208,051,753
Texas	2,805,590	\$ 29,389,140,063
Utah	204,773	\$ 1,791,765,918
Vermont	40,351	\$ 717,708,368
Virginia	380,262	\$ 4,880,876,218
Washington	557,459	\$ 6,855,267,185
West Virginia	(69,547)	\$ (855,563,018)
Wisconsin	188,385	\$ 2,494,738,504
Wyoming	23,017	\$ 471,563,226

States	Grades 9-12			
	Percentage Point Increase in High School Graduation Rate Needed to Meet Goal	Cummulative Projected Enrollment Growth Between 2011 and 2020	Additional Students Needed to be Retained in Order to Meet High School Graduation Goal	Cummulative State, Local, and Federal Revenues Needed (at Current \$ per Student)
United States	17.5%	2,923,781	5,735,929	\$ 111,094,354,308
Alabama	16.0%	31,516	92,552	\$ 1,287,885,433
Alaska	23.0%	19,512	9,195	\$ 527,015,964
Arizona	23.5%	317,387	263,125	\$ 5,527,962,540
Arkansas	19.5%	56,497	64,753	\$ 1,294,488,523
California	20.5%	(154,430)	496,948	\$ 4,059,010,001
Colorado	15.7%	241,087	54,166	\$ 3,194,294,422
Connecticut	15.6%	(52,039)	66,201	\$ 261,270,877
Delaware	13.1%	24,468	16,544	\$ 608,285,979
Florida	17.9%	(67,243)	287,754	\$ 2,338,376,766
Georgia	11.8%	252,036	151,129	\$ 4,650,320,859
Hawaii	16.4%	2,360	31,575	\$ 539,084,218
Idaho	11.6%	65,855	16,431	\$ 711,582,285
Illinois	15.9%	(6,873)	254,358	\$ 3,431,453,990
Indiana	17.6%	11,926	88,203	\$ 1,275,305,569
Iowa	12.6%	44,122	28,371	\$ 901,460,185
Kansas	15.6%	67,765	45,470	\$ 1,467,102,007
Kentucky	21.4%	54,245	104,160	\$ 1,711,966,161
Louisiana	29.1%	37,933	106,882	\$ 1,815,432,544
Maine	19.7%	(19,277)	7,596	\$ (165,293,918)
Maryland	18.2%	(36,751)	144,392	\$ 1,770,983,911
Massachusetts	15.4%	(62,649)	95,497	\$ 548,402,124
Michigan	21.8%	(225,759)	242,521	\$ 209,637,376
Minnesota	12.8%	96,278	26,981	\$ 1,647,556,666
Mississippi	16.0%	10,978	64,389	\$ 708,142,266
Missouri	19.6%	41,145	146,663	\$ 2,240,300,299
Montana	18.1%	4,711	17,170	\$ 262,510,820
Nebraska	13.5%	48,209	24,818	\$ 950,187,610
Nevada	10.9%	134,077	34,480	\$ 1,834,857,834
New Hampshire	18.5%	(33,548)	26,142	\$ (107,765,725)
New Jersey	12.8%	13,808	115,909	\$ 2,516,573,930
New Mexico	18.2%	43,847	50,007	\$ 1,150,751,159
New York	15.4%	(328,371)	299,791	\$ (614,132,837)
North Carolina	13.2%	327,069	184,176	\$ 4,931,694,084
North Dakota	17.2%	(6,914)	7,437	\$ 6,451,720
Ohio	18.2%	(59,112)	225,463	\$ 2,275,102,718
Oklahoma	21.8%	97,479	104,588	\$ 1,902,396,018
Oregon	18.7%	57,049	5,163	\$ 704,322,610
Pennsylvania	19.9%	(178,274)	247,934	\$ 1,066,272,464
Rhode Island	22.0%	(29,626)	22,768	\$ (111,642,806)
South Carolina	15.1%	101,195	66,741	\$ 1,909,444,130
South Dakota	16.5%	11,144	18,507	\$ 308,716,236
Tennessee	18.5%	128,339	109,060	\$ 2,144,786,078
Texas	15.7%	1,489,830	712,136	\$ 23,066,048,014
Utah	18.5%	43,857	7,953	\$ 453,333,952
Vermont	13.0%	(10,287)	7,405	\$ (51,267,268)
Virginia	17.0%	112,999	151,118	\$ 3,390,083,606
Washington	20.6%	153,826	85,562	\$ 2,943,840,224
West Virginia	23.8%	13,338	55,255	\$ 843,822,185
Wisconsin	12.8%	18,085	54,689	\$ 963,723,135
Wyoming	22.4%	32,429	12,339	\$ 917,188,423

III. HIGHER EDUCATION

The Georgetown University Center on Education and the Workforce estimates that by 2018, two-thirds of all of the nation's jobs will require some form of postsecondary education or training. President Obama has made clear that, in order to maintain our lead in the global economy and stay true to the



promise of the American Dream, the United States must again become the best-educated country in the world. Some say this is impossible. But many more agree that education is the key to the American Dream, and that everyone should have a chance to achieve it. This section presents public policy and public-private partnership strategies to make success in higher education possible for all. The strategies are intended to address three fundamental questions: Who are the students of the 21st century? How do we link their success to our prosperity? How can the students of the 21st century get to college and through college successfully?

The increase in students attending college directly out of high school that is needed by 2020

15.8 percentage points*

The number of additional associate and bachelor's degree holders needed

8.2 million*

Additional state and local revenues needed at current per-pupil spending amounts

\$117 billion*

*Numbers by state are available in a table at the end of the section

Strategy 1: Increase College Completion by Addressing 21st Century Student Needs.

Many of our current college practices were designed for a fairly homogeneous population: 18 to 25-year olds who enrolled in college straight from high school, went to college full time, lived on campus, studied at only one institution, and completed a bachelors degree in four years. Those were known as “traditional” students. However, that is not the reality of most students today.

The students in today's classrooms, the ones that we must send to college and the ones we'll receive in the future, come from a wide variety of cultural, economic, and social backgrounds. Seventy-five percent of college students in America today have at least one of the following traits:

1. They are first-generation college students -- the first to go to college in their families.
2. They combine work and study, and often go to college part time.
3. They come from homes where English is not the primary language.
4. They have family responsibilities.
5. They are older than “traditional” students.
6. They begin—and often don’t complete—their postsecondary education in community colleges.
7. They attend more than one institution.
8. They take more than two years to graduate from associate (also known as 2-year) programs, and more than four to graduate from baccalaureate (also called 4-year) programs.^{xxxvii}

The academic preparation of 21st century students is far from uniform and they have different ways of learning. We must retool old policies and practices to fit these new realities. American colleges and universities today must renew their commitment to quality and increase their student success rates by becoming more responsive to the needs and realities of 21st century students

This section offers strategies for bringing all students closer to achieving the American Dream.

1.1 Announce and maintain public statewide college completion goals and report progress annually.

Public officials and college administrators, in partnership with key stakeholders, should determine and make public number and percentage goals for college completion per college, for state and for the nation. One possible measure, that has been used by 23 state university systems in the Access to Success Initiative, funded by the Gates and Lumina Foundations, is to compare the racial, ethnic, and income profile of college freshman classes with the profile of that year’s high school graduates in the state (Access to Success 2007-present). Another is to ask colleges and universities to make public how their college completion rates match the state’s demographic profile, or their own student body (College Results Online 2009-present). Results should be reported at regular intervals by age, race/ethnicity, gender, income, and geography to make clear who is being served by higher education and where there must be improvement.

In 1997, the Kentucky General Assembly took a legislative approach, passing the *Kentucky Postsecondary Education Improvement Act* (House Bill 1). The law stated that in order to raise to the

national average the standard of living in the state and their citizens' quality of life by the year 2020, they must increase educational attainment. To reach this goal required doubling the number of Kentuckians "empowered by a bachelor's degree". Since 2000, Kentucky increased the annual number of degrees and credentials 62 percent, which contributed to a 22 percent increase in their per capita income.^{xxxviii}

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

EXAMPLE

The National Governors Association's (NGA) "Complete to Compete" program developed college completion metrics that are now used in 35 states. The metrics set common performance measures, which would increase completion rates and permit comparisons across states. These metrics chart student movement to and through certificate and degree programs, and seek to accomplish three related goals: 1) increased degree attainment, 2) improved higher education productivity, and 3) a higher skilled workforce. Ultimately, the initiative's goal would produce a collective 8.2 million additional college graduates – including older students – to preserve U.S. competitiveness in the global marketplace (Reyna 2010).

1.2 Consider performance-based funding models as an incentive to focus on college completion.

A number of states are implementing performance-funding models, whereby a portion of the state allocation for higher education goes to institutions that improve their student success rates. Ohio, for example, approved completion-based legislation as early as 1998, and is currently developing an output-based model which determines the number of individual courses that students successfully complete -- and can be weighted by different factors, such as mission of the college, the average cost of a program, or the number of low income or at risk students. Tennessee passed legislation to require data on student retention and completion, and allocated funds for a transfer program between community colleges and the University of Tennessee.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies

1.3 Strengthen commitment to providing need-based financial aid.

In a time of limited resources, there is an ongoing policy debate on the effectiveness of need-based versus "merit," or more accurately, performance-based student financial aid. It is important to underscore that merit and need are not contradictory terms, however, "merit" aid -- scholarship funds that prize performance over need -- mostly go to higher-income students who attend well-funded school districts, have received a better education, and have more college financing options than the poor. Need-based aid makes sense for a simple reason: poor students will not be able to go to college without it.

Studies of state financial aid policies show a growing trend toward performance-based aid. As a result, state scholarship funds are often going to higher-income students. If such a decision keeps poor kids out of college, this may not be the wisest investment of state funds. States should encourage academic achievement for all sectors through statewide need-based financial aid programs. Models for need-based aid are found in many states, among them New York, Illinois, California, Pennsylvania, New Jersey, Nebraska, and Oklahoma.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

Oklahoma's Promise scholarship serves students from families making less than \$50,000 a year. To be eligible, students must follow a college-prep high school curriculum and maintain a minimum high school GPA—since research shows that a rigorous high school education is the best predictor of completion. The program covers the student's full tuition at an Oklahoma public college but limits eligibility to five years of tuition, and requires students to maintain a minimum GPA in college. Over almost 20 years, the scholarship has a clear record of boosting student success.

- *Eighty-one percent of participants enroll in college the year following graduation, versus 58 percent of all Oklahoma high school graduates.*
- *After starting college, students in Oklahoma's Promise have lower remediation rates and are more likely to maintain a higher first-year GPA than the overall college student population in the state.*
- *About 83 percent of Oklahoma's Promise students persist from freshman to sophomore year, versus 70 percent of all Oklahoma college students.*
- *Fifty-one percent earn a college degree within six years, compared to 40 percent of all students. (Oklahoma's Promise 2003-present)*

CASE STUDY

The Gates Millennium Scholars Program began in 1999, as the new century faced the challenge of closing the achievement gap. Each year, a thousand promising minority students receive financial support to move from high school to a four-year college of their choice and/or from college to graduate school in target disciplines. Gates Millennium Scholars also take part in leadership development training throughout the academic year. The data speak for themselves -- for cohorts one through four, the five-year graduation rate for GMS was 79.9 percent, and the retention rate was 87.7 percent. Although first generation, low income, minority youth face many obstacles as they go through the pipeline, addressing financial considerations from the start, as the Gates Foundation is doing, has proven to yield very favorable results for degree completion. (The Gates Millennium Scholars Program 1999-present)

1.4 Encourage retention and maximize the yield of need-based scholarship investment, and ensure a full array of student support services for first-generation college students.

While scholarships are necessary for student success, often they are not sufficient. Many barriers remain for the underrepresented. Some stem from a lack of familiarity with the expectations and demands of the college environment; others from gaps in academic preparation. Most of these barriers can be overcome through timely and regular interventions. The steady provision of student support services—such as counseling, advising and mentoring—can play a key role in retention and in college completion.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

Latino college students currently are attaining degrees at a third the rate of their white counterparts. Many are the first in their families to seek a professional career in the United States. To offer them steady support, the Hispanic College Fund created the College and Career Institute (CCI) as a one-stop resource center providing college students with financial, social and career assistance that reinforces on-time graduation, and ultimately leads to a cohort of successful Hispanic professionals. Participating students receive scholarships ranging from \$500 - \$10,000, regular advisory phone calls, and graduation cards upon completion of their degree. In addition, students participate in year-round webinars on topics such as: time management, transitions (from high school to college, from undergraduate to postgraduate), financial literacy, internships, character building, and networking & relationship building. While the average household income of CCI participants is \$31,000, and 48% are the first in their family to attend college, their average GPA is 3.5. A June 2011 survey showed that 94% of CCI students are on track to graduate on time (on time was defined as within 4-6 years for students seeking a bachelors and within 2-3 years for students seeking a masters degree). An additional 3% are doctoral students.

1.5 Offer in-state tuition to all high school graduates and support to the children of immigrants.

The population of the United States is in the middle of a transformation. Census officials forecast that by 2050, out of 438 million people across the nation, 117 million will be immigrants and their offspring. Denying the children of immigrants who have grown up in the United States the American Dream not only hurts them, it also hurts the future of our country. A number of states—such as California, Connecticut, Illinois, Maryland, Nebraska, and New York—are leading the way by approving legislation allowing all graduates of state high schools to qualify for in-state tuition. Until the federal Development, Relief, and

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

Education for Alien Minors (DREAM) Act is passed, it is important to note that most state and local governments, as well as private foundations, businesses, and community organizations, have no obligation to restrict their financial support solely to American citizens or legal residents.

1.6 Promote dedicated recruitment strategies for non-traditional students.

Providing a democracy of opportunity to an increasingly diverse citizenry won't be easy. Many groups with special needs—such as the disabled, older students, prison inmates, migrant workers, and war veterans—have been invisible until recently. Making possible the aristocracy of achievement that Jefferson envisioned requires targeted attention, experienced foresight, and dedication to those who have historically been denied opportunity.

In order to urge colleges and universities to design academic offerings, student support services, and community outreach strategies in tune with their actual needs and realities, policymakers need to get to know the multiple profiles and behavior patterns of all 21st century students in their states and communities. This means joining with educators, advocates, and community leaders to discuss and explore the makeup of their state population and to reflect on questions, such as: How do 21st century students acquire knowledge? Which educational strategies work best for each group? What current institutional practices present barriers to student success?

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Increase College Completion for 21st Century Students

- **The federal government** should support partnerships among state education agencies and national-level stakeholders to develop achievable state college completion goals and to provide the resources and technical assistance to meet them.
- **Federal lawmakers** should support legislation like the Development, Relief, and Education for Alien Minors (DREAM) Act to facilitate access to educational opportunities for immigrants, including those who may be undocumented.
- **The federal government** should support – either through funding or with technical assistance – the use of census and other demographic data resources to develop profiles and patterns of current and future student profiles for states and communities.

- **State legislatures** should pass legislation that permits all graduates of state high schools to qualify for in-state tuition without reference to immigrant status, and require state and local education agencies to maintain neutrality as to immigrant status in the providing education.
- **State legislatures** should make funding levels contingent on the performance of state tertiary educational institutions, which achieve high college completion rates. Funding can also be tied to expanded reporting requirements, including the number of individual courses that students successfully complete, and the number of low income or at risk students enrolled.
- **State education agencies** should enter into cooperative agreements with colleges and universities to share their college completion rates and college matriculation and completion rates by age, race/ethnicity, gender, income, and geography. This data can be used to inform a state higher education report card. State education agencies can develop a committee, task force or other body of state education stakeholders to develop an action plan to set and meet state college completion goals, and to develop the metrics, resources and inputs to measure progress toward accomplishing them. States should report annually on their progress toward meeting the goals.
- **State education agencies** should provide rigorous college-prep curricula and develop standards, based on best practices, for apportioning need-based financial aid. Agencies should be develop and provide support for students receiving need-based aid that maximize their chances for success. Those supports could include mentoring and outreach, networking opportunities, internships and career counseling.
- **State education agencies** should supply that data to colleges and universities and provide incentives for them to design instructional models, outreach and student support services to meet the needs of those demographic groups.
- **Local education agencies** should provide access to all services available in their district in a manner neutral to immigrant status, and when necessary partner with community-based organizations to reach and support educational attainment by children of immigrants.
- **Local education agencies** should partner with their state education agency to receive guidance and set benchmarks for intermediate and longer-term outcomes that they must produce at the pre-K and K-12 levels in order to contribute to their state's overall college completion goals. Local education agencies should report annually on their progress toward the benchmarks

Action Steps for Advocates

- ✓ Ask the U.S. Department of Education to hold states accountable for implementing college recruitment and graduation strategies that are consistent with the current and projected demographics of the population in their state.
- ✓ Request that state education agencies develop a strategic plan that includes goals, objectives, timelines and numerical targets for college completion for the state, and that includes tactics to engage and retain non-traditional students, supports for children of immigrants, financial aid that is needs-based and aid to institutions that is performance-based.
- ✓ Ask that members of the community members be included in the planning process, and that periodic reports on the plan's progress of the plan be public.
- ✓ Develop a campaign to educate policymakers about the changing face of the 21st century college student and propose legislative or regulatory options to address this change. Get data from local and national sources to bolster your claims and develop model legislation or regulations to share with legislators.
- ✓ Organize community groups representing and serving populations that comprise the new 21st century college student to articulate the needs that promote attending and completing college.
- ✓ Demand that elected officials and candidates for public office go on record with their positions for addressing the needs of new, more diverse population of prospective college students.

Strategy 2: Link College Access and Success to the Economic Growth of States, Cities and Local Communities.

Multiple studies show that the strongest regional economies in the nation grow around core cities with a high number of college graduates. Supportive policies include: tax incentives for homeowners and corporations; collaboration agreements among schools, colleges, and universities; wraparound academic and counseling services for children from an early age; and the creation of scholarship funds (Haskins et al. 2009, McKinsey & Company 2009). That is the spirit behind "[Communities](#)

[Learning in Partnership](#)," a \$12 million joint effort by the Gates Foundation and the National League of Cities to boost college completion rates in four cities: New York City; San Francisco; Riverside, CA; and Mesa, AZ.



2.1 Facilitate coalitions among the public and private sectors to promote access and success in higher education as a key to economic prosperity.

The education-business partnership, although not a new concept, has recently been refurbished with impressive results. The [Virginia Business Higher Education Council](#) (VBHEC) unequivocally states that colleges, business, and economic prosperity go together. According to their mission statement: “VBHEC was founded in 1994 by Virginia business leaders on the principle that the prosperity of Virginia and the well-being of its citizens is fundamentally tied to access to a strong system of public colleges and universities. VBHEC’s mission is to enhance the performance of Virginia’s public colleges, universities, and community colleges and their funding by state government so they can produce the greatest possible positive impact on Virginia’s economy. VBHEC is committed to educating the public about higher education’s crucial role in Virginia’s economy, and it strives to secure the support needed for the Commonwealth’s colleges, universities, and community colleges to rank among the nation’s best” (Grow by Degrees 1994-present).

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

VBHEC’s seven core principles are applicable beyond Virginia. They are:

1. Increase degree production in the state by a specific number by a specific date.
2. Produce more science and technology degrees.
3. Cost-saving innovation.
4. Employable work skills
5. Research partnerships.
6. Regional development.
7. Affordable access.

CASE STUDY

CEOs for Cities, a network of urban business leaders who seek success for themselves and their cities in four major areas--talent, connections, innovation, and distinctiveness-- developed the concept of the talent dividend. This is the amount that annual per capita income increases (\$763) per percentage point improvement in aggregate adult four-year college attainment. That is, the more college-educated people there are in a city, the more prosperous the city will be. According to CEOs for Cities, 58 percent of a city's success, as measured by per capita income, can be attributed to postsecondary degree attainment. “Raising the national median of the top 51 metro areas from 29.4 percent to 30.4 percent [of college attainment] would be associated with an increase in income of \$124 billion per year for the nation.” CEOs for Cities also points to the green dividend (reduce vehicle miles traveled by one mile per person per day) and the opportunity dividend (reduce the number of people living in poverty by one percentage point), to argue that we could collectively increase our wealth by \$166 billion if we were more educated (talent), more aware of the environment (green), and more socially conscious (opportunity). CEOs for Cities is supported by the Kresge, Lumina, Knight, MacArthur, and Rockefeller Foundations, as well as by the Chicago Community Trust. (CEOs for Cities 2001-present).

2.2 Support the creation of Promise Initiatives that provide all children in a community the chance to go to college.

From Promise Zones in Michigan to Promise Neighborhoods in New York City, Promise Initiatives are driven by a powerful community vision, and fueled by state and local financial incentives, corporate investments, and the generosity of multiple donors. Their message is simple: all children that live in this community will be able to go to college. Stakeholders in a Promise Initiative include local government, schools, colleges and universities, business leaders, community foundations, civic groups, etc. Ten Promise Zones were created in Michigan by state law as a means to jumpstart local economies and increase the quality of life and the level of education in economically depressed cities. “Promise Neighborhoods” is a federal program designed to improve educational outcomes for students in distressed urban and rural neighborhoods. It is modeled on initiatives such as the Harlem Children's Zone, which has boosted students' academic outcomes dramatically. Participants focus their efforts on neighborhood schools and build services for students in Promise Neighborhood schools from birth through college to career. They also engage in vigorous fundraising from all sectors of the community, from individuals to corporations.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

Kalamazoo Promise, launched in 2005, shows that student success can be a catalyst for economic growth and community renewal. Close to 1250 students have received \$22 million in scholarships for use at any state university or community college in Michigan. As described by former Governor Jennifer Granholm: “Enrollment in the Kalamazoo schools surged after decades of decline. More students have stayed in school, and far more are going to college. Record numbers of students and parents are turning out for college nights—some of them in elementary schools. The promise also has given impetus to school improvement efforts at all grade levels. Central High School, for example, has already increased the number of students taking advanced-placement courses by over 200 percent. And this spring [2010], across Michigan, Kalamazoo students who were high school seniors when the promise program began are now celebrating their college graduations.” In recognition of the extraordinary accomplishments of the Kalamazoo Promise, President Obama was their 2010 high school graduation speaker. In his words: “America has a lot to learn from Kalamazoo Central about what makes for a successful school in this new century” (Granholm and Wilbur 2010).

2.3 Engage institutions that serve 21st century students in regional economic development projects.

Some distinctly American institutions—community colleges, land grant universities, and minority-serving institutions (MSIs)—were created to provide a democracy of opportunity to underserved populations, as well as to contribute to the prosperity of their communities.¹² Historically, MSIs have been the main providers of professionals of color in the United States. Their accomplishments go far beyond their resources, as MSIs are among the most underfunded institutions in American higher education. The Morrill Act that created land grant institutions by President Lincoln in 1862, with our nation still bleeding from the wounds of the Civil War, opened up public higher education to the working classes—farmers, homemakers, and laborers—who got the country back on its feet. Community colleges offer certificate and vocational programs to train or retrain people for the jobs of today. All these institutions have an impressive record of accomplishment. They have much to contribute to economic and workforce development in their states and regions, and should play a key role in its planning and implementation.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Link College Access and Success to the Economic Growth

- **State education** agencies should conduct informational campaigns and outreach to residents and the business community to establish the link between college degree attainment, pathways out of poverty and ultimately, economic prosperity for individuals, business and communities.
- **State education and local education agencies** should partner with private corporations and business associations to supplement resources for their education system, including access to experiential learning, financial sponsorship of underfunded programs, scholarship program creation and school improvement projects.
- **Local education agencies** should partner with local business leaders to provide students with internship and mentoring opportunities that encourage college attendance and completion.

¹² According to federal classifications, MSIs include Historically Black Colleges and Universities (HBCUs); Hispanic-Serving Institutions (HSIs); Tribal Colleges and Universities (TCCUs); Alaskan Native-Serving Institutions (ANSIs); Native Hawaiian-Serving Institutions (HNSIs); and Asian American, Native American and Pacific Islander-Serving Institutions (AANAPISIs).

- **State and local education agencies** should convene stakeholders to develop a Promise Initiative in their state or community, using information resources from the models in states and communities around the nation. Key stakeholders include: the business community, community-based organizations, advocates and community leaders, social services and workforce development agencies and education system stakeholders. While the focus and activities differ, the core mission of most Promise Initiatives is to use an education-centered approach to address broader social issues, including poverty and a lack of economic opportunity.
- **States and local education agencies** should support and leverage minority-serving institutions and community colleges by utilizing their expertise and leadership to design interventions and programs that will effectively serve growing populations of non-traditional students who will (and do) comprise the 21st century workforce. State and local education agencies can also help MSIs and community colleges make connections with federal and state resources that help sustain their basic operations and improvement.
- **The federal government** should provide grants, subsidies and other assistance to land grant institutions, using their networks to reach agricultural and food industry workers who are disconnected from the education system, and offer retraining and 21st workforce development.
- **State education agencies** should support land grant institutions in the development of programs and formation of partnerships with employers, and state and federal agencies that will be end-users of the skills to be taught. Many underserved populations in rural areas work in fields historically linked to land grant institutions: agriculture, cattle and livestock, food services, construction, and transportation. Lack of education and training puts them and others at risk. Land grant institutions are ideally suited to train and educate agricultural and food industry workers, who are currently at the bottom of the educational and occupational scales in the United States. Each land grant institution has a network of extension services to spread information throughout rural areas about hygiene, nutrition, and healthy living practices. Land grants, USDA, and other federal agencies charged with environmental and consumer protection and safe working conditions -- such as EPA, FDA, and OSHA -- could be encouraged to launch a concerted effort to offer trainings in safety standards and increased educational opportunities to agricultural workers and their families.

Action Steps for Advocates

- ✓ Establish the link between education and economic development by creating campaigns to share data linking education to economic outcomes for individuals and communities.
- ✓ Write letters to the editor and seek out media to develop stories on the workforce development success stories in other communities that could be replicated in your own.
- ✓ Ask candidates and public officials to go on record about what they plan to do to educate and develop the future workforce. Seek commitments and specific steps for which they can later be held accountable.
- ✓ Call on local and state officials to engage the business sector to provide funding, internships and jobs for youth contingent on local and state education agencies making similar commitments.

Strategy 3: Expand the Pipeline to Support Multiple Pathways to College Completion.

Our state systems of higher education should allow students the flexibility to come in and out with ease and, as necessary, accept credentials obtained in a relatively distant past, and provide credits for experiences students may have outside the classroom that complement the curriculum of study (CAEL 2010). The current higher education system is characterized by multiple patterns of student mobility, and includes people of all ages and social sectors, among them “stop-outs,” returning adults, veterans, and people changing careers, to name a few. Different generations also may need different support options that encourage completion. The following policies suggest ways in which the public and private sector can work to accommodate the diverse needs of the 21st century college student and put the attainment of a college degree realistically within reach.



3.1 Encourage ongoing collaboration among secondary schools, colleges, and universities to facilitate student mobility.

Community colleges and regional universities usually draw their students from nearby “feeder” schools. It makes sense for those colleges and schools to work together to support student success in high school and in college. Activities to support this approach include dual enrollment, summer, after-school, and early college programs for middle and high school students. College and K-12 administrators and faculty should work together to discuss common concerns and issues and devise outcome-focused plans.

Dual enrollment programs between neighboring institutions can graduate students on time and nearly debt-free, thus saving time and money without compromising quality. Dual enrollment programs allow high school students to matriculate in a course or two at a nearby 2-year or 4-year institution. Sometimes, college-level classes are offered in the high school itself. Whatever the arrangement, the student will get both high school and college credit for the course, thus graduating from high school early, and starting college already with a number of credits. Students will also feel ready to go to college, which is particularly important for first generation college students (Edwards 2011). Dual enrollment can work between a high school and a college, or between a community college and a baccalaureate institution.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

The Early College High School program compresses the amount of time it takes to complete four years of high school and two years of college. High school students who are dually enrolled in college graduate with a diploma, and sometimes with an associate degree. The target populations of early college high schools are: low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education. Available figures indicate a resounding success -- 90% attendance rate, 80% acceptance rate to 4-year colleges, and 57% graduate with associate degrees. The Early College High School program is an initiative of Jobs for the Future (JFF), an action research and policy organization that promotes innovation in education and workforce development. JFF started or redesigned 230 schools in 28 states and the District of Columbia with the financial support of major foundations such as The Bill and Melinda Gates Foundation, Carnegie Endowment, Kellogg Foundation, and Ford Foundation.

3.2 Make credit accumulation easier for students who transfer from one college to another.

Student mobility from one college to another, and often back again, is a fact of life in the 21st century. At present, students often lose many credits when they transfer, thus wasting money and slowing their academic progress. Initiatives such as statewide matriculation agreements, common course numbering, and dual enrollment in community colleges and universities have been proven to work in a number of states (Adelman, 2009). One way to accomplish this policy is to encourage college completion by recognizing the range of accomplishments that students may compile towards a college degree. Students are often closer to a college degree than they realize. Sometimes people leave college only a few credits short of a college degree. Sometimes they have more credits than they need, but the credits do not add up to a degree. And in other instances, their work experience enables them to pass a college exam or otherwise receive college credit for

their knowledge of a certain topic. “Prior learning assessment,” a strategy to help adult students progress towards a degree, is a set of procedures whereby institutions can measure the knowledge students bring to college from prior activities in the workplace or from their life experiences (CAEL 2010). As long as students demonstrate certain levels of competence, academic credit may also be granted for: “experiential learning,” which involves a variety of life and professional experiences; fieldwork or “service learning” in a number of fields; and independent study. Students may also benefit from a thorough review of the credits they have accumulated through their college career, which often can add up to more than they realize.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

Project Win-Win, funded by the Gates and Lumina Foundations under the stewardship of the National Association of System Heads (NASH), and The Education Trust, began in 2009-2010 as a pilot project in three states—New York, Louisiana, and Ohio—and nine institutions. Its goal was to identify students who had accumulated enough, or nearly enough, credits to qualify for an associate degree, and encourage them to get one. Win-Win has become a collaborative project between the Institute for Higher Education Policy (IHEP) and the State Higher Education Executive Officers (SHEEO). It now works in six states and 35 institutions, and will expand to eight states and 55 colleges in the fall of 2011. At present, 20 reporting institutions have identified over 36,000 former students who appear to have enough credits to earn associate degrees. Based on the experience of the schools that have been through the entire process, Win-Win projects that 14,000 students will have earned degrees, or are currently enrolled elsewhere. Of the remaining 22,000, 3,300 will be eligible for an associate degree and 11,000 will turn up as nine or fewer credits short of a degree -- hence targets of recruitment efforts to return to school for timely completion. Win-Win is not only finding many students who deserve to earn a college credential; it is learning about patterns of student mobility and institutional behavior, and is checking the effectiveness of local data systems, and of state and local policies that stand in the way of degree awards.

(Source: Cliff Adelman, Senior Associate, Institute for Higher Education Policy (IHEP), most recently 6/9/11.)

3.3 Provide opportunities and incentives for sharing information and coordinating efforts among and between private foundations and government agencies.

The federal government is the nation’s largest funder of higher education institutions and college access programs. However, federal agencies do not always encourage innovation, apply lessons learned in one program to another, train program managers and grantees in recent developments in program administration and content, or foster communities of practice where grantees can learn from each other. Many foundations, on the other hand, require

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

these activities in the programs they fund, and also carry out evaluations regularly to document, analyze, and improve their procedures and outcomes. This is valuable information that federal programs can apply and learn from. Information exchange and collaboration between foundations and federal agencies about specific initiatives can benefit all sectors, especially underrepresented populations and the institutions that serve them. One example of federal modernization is the creation of a foundation registry to support the i3 (Investing in Innovation) program from the U.S. Department of Education. Foundations were encouraged to join the i3 registry and provide matching grants to the winners.^{xxxix}

CASE STUDY

A noteworthy instance of foundation-government collaboration and effective leveraging of resources was spearheaded by the Ford Foundation when the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program was launched in 1998. Ford's own Urban Partnership Program had been one of the models for GEAR UP, so the foundation had a particular interest in its effective implementation. Ford decided to partner with ED and invest a million dollars to ensure ample dissemination of grant opportunities to underprivileged groups, as well as provide solid training by experienced consultants, first to applicants and then to grantees, on how to put together and run effective partnerships. Initial federal funding for GEAR UP was \$168 million in 1998-99, while Ford's initial investment was \$1 million. Ford's initial \$1 million investment made a huge difference to the success of the program's reach and implementation.

Policy Actions to Supporting Multiple Pathways to College Completion

- **State and local education agencies** should collaborate with educational institutions to test and vet alternate credit accumulation systems that accommodate non-traditional learning pathways, interruptions in degree completion and transfers. State and local education agencies can also engage the leadership of educational institutions to develop and participate in dual enrollment programs, summer and after-school college learning opportunities for middle and high school students, statewide matriculation agreements, and common course numbering.
- **State education agencies** should collaborate with higher education institutions to develop standards and prior learning assessment tools to help adult students make progress towards a degree by recognizing: previous learning experiences, including college credits obtained earlier or elsewhere; life and professional experience; fieldwork and independent study.
- **The federal government and the states and their agencies** should encourage and enter into technical assistance and program development partnerships with foundations and public agencies to develop and implement education-centered initiatives that will benefit business, communities and underrepresented populations.

Action Steps for Advocates

- ✓ Contact national-level organizations working on reforming college completion pathways and form coalitions to identify and articulate the gaps in services and approaches that could increase college completion for non-traditional or high-need students.
- ✓ Contact state education agencies and higher education institutions to participate in, or help form, task forces or committees to develop standards and reach agreements about alternative pathways to college completion.
- ✓ Develop public information and issue campaigns to attract students who would take advantage of alternative college credit accumulation programs.
- ✓ Collect data about the approaches as they are implemented to build a case for support from the state or federal government. Publicize successes and cultivate champions to talk about them.

3.4 Support students who attend for-profit colleges.

Today, many students choose to attend for-profit colleges and universities because they are considered accessible for nontraditional students. Although for-profit colleges have been the subject of considerable controversy regarding their recruitment, retention and job placement practices, these institutions are growing in size, scope and importance as the purveyors of postsecondary certifications and degrees. For this reason, for-profit colleges must provide their students a high quality education based on common curriculum standards, develop supports that enable students to stay in school and advance towards a certification or degree, and offer their students a reasonable expectation for gainful employment upon graduation. Federal and state lawmakers should develop a policy framework that supports these objectives. State education agencies should serve in a regulatory and monitoring role to ensure that career college programs are adhering to standards of operational excellence.

Potential Policy Actors:

- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

Policy Actions to Support Students Attending For-Profit Colleges and Universities

- **Federal and state lawmakers** should develop a policy framework that ensures that for-profit colleges provide their students a high quality education based on common curriculum standards, develop supports that enable students to stay in school and advance towards a certification or degree, and offer their students a reasonable expectation for gainful employment upon graduation.
- **State education agencies** should serve in a regulatory and monitoring role to ensure that students are well served and that the for-profit institutions are adhering to standards of operational excellence.

Action Steps for Advocates

- ✓ Ensure that for-profit institutions meet the standards of quality set by their accrediting body.
- ✓ Prior to enrollment, ask your for-profit institution to provide you with their student loan default rate, average time to certificate or degree completion, graduation rate, and the percentage of graduates who are placed in jobs in their fields.
- ✓ If the data suggests there are problems with any of the institution's practices, become a vocal advocate for changing those practices by lobbying your Congressional representatives and states lawmakers.
- ✓ Report suspected civil rights violations to the U.S. Department of Education and the comparable education agency in the state where the institution is located.

Strategy 4: Make Remedial Education Central to the Higher Education Agenda.

Remedial education—also known as “developmental” education—seeks to overcome the achievement gap, by offering noncredit college courses to ready students for college-level courses. English and math are the most frequent remedial courses, followed by science courses. There can be as many as five remedial levels before students are deemed ready for college level courses. Not surprisingly, many students drop out before completing their remedial requirements. Some studies suggest there is negligible difference in performance between students who take or don't take remedial courses (Parker et al., 2010).

4.1 Engage leading experts in the radical redesign of both content and teaching strategies for developmental courses.

Remedial education is often relegated to the margins of higher education, and taught by the worst paid and least prestigious members of the teaching community. While it can be a cash cow for institutions, it is often a revolving door for students, who can come in and out without making much progress. The challenges posed by remedial education, and the sheer number of students who struggle with it, often ineffectively, require the attention of both educators and policymakers.

Some of the most creative thinkers in American universities today have begun to address remedial education as an intellectual challenge to be overcome, instead of as an avoidable administrative issue.

Policymakers should encourage these efforts through dedicated funding, achievement awards, and public discussion of issues related to remedial education in high-visibility venues, such as legislative hearings.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies
- ✓ Local education agencies

CASE STUDY

The Carnegie Foundation for the Advancement of Teaching aims to double the proportion of students in community colleges who are mathematically prepared to succeed. The \$14 million initiative, led by renowned mathematician Uri Treisman, and funded now by six foundations, is building a networked community of practitioners, researchers, designers, commercial partners and students working on the development of two newly designed mathematics pathways. The Statistics Pathway (Statway) will move developmental math students to and through transferable college statistics in one year. The Quantitative Literacy Pathway (Quantway) is a new one-semester course, replacing elementary and intermediate algebra, followed by completion of a college-level mathematics course. Other foundations supporting this work are: the Kresge Foundation, Carnegie Corporation of New York, the Gates Foundation, the Hewlett Foundation, and Lumina Foundation for Education.

4.2 Encourage institutions to make use of the technologies available today to enhance teaching and learning.

Not all students in the 21st century learn in the same manner, but most are far more comfortable with technology than their elders. Among the most rewarding developments in educational technology today is computer assisted modular instruction, which allows students to focus on learning what they don't know and progress at their own pace, instead of all going through the same material at the instructor's pace. Policymakers should encourage creativity in the use of educational technology; get the word out among their constituents about what works; and reward results.

Potential Policy Actors:

- ✓ Federal legislators and/or policymakers
- ✓ State legislators
- ✓ State education agencies

CASE STUDY

The National Center for Academic Transformation (NCAT) is working with colleges and universities across the nation to drastically redesign their approaches to teaching and learning, and to use technology both for quality enhancement and for cost savings. "Changing the Equation," an innovation initiative spearheaded by NCAT and funded by the Gates Foundation, is transforming the teaching of developmental math at 38 community colleges. Each of the schools commits to totally redesigning its math developmental curriculum using NCAT's Emporium model of computer assisted modular instruction. Achievements include: reducing student and institutional costs; individualizing the pace of learning; making possible success for each student through the use of modules that focus on the topics each student needs to master, while at the same time serving large numbers of students. (The National Center for Academic Transformation 2011)

Policy Actions to Make Remedial Education Central to the Higher Education Agenda

- **The federal government** should support, through funding to states, and directly to educational institutions, the development of remedial education strategies and standards that are evidence- and outcomes-based. It can promote technological competencies by maintaining and increasing investments like the Enhancing Education through Technology grants program to ensure that American students are as technologically adept as their international counterparts.
- **The federal government and the states** should encourage or mandate needs assessments for comprehensive services such as counseling, financial aid and mentoring, as a vital component of remedial education programs.
- **States** should offer grants to enhance technological literacy among students and to help foundations and educational institutions develop and use innovative and technologically advanced instructional models, and can partner with private corporations to provide support for modernizing classrooms by purchasing or donating computers and other equipment, or provide services such as high-speed internet access.
- **State education agencies** should encourage and facilitate linkages between educational institutions' remedial education programs and linked professional associations. That would ensure that content is relevant, current and marketable; and state and local education agencies can ensure that teacher and leader certification and training programs include effective remedial education strategies and approaches.

Action Steps for Advocates

- ✓ Include in your federal and state education and legislative agenda a call for a recommitment to remedial education as one strategy to increase the number of students who can successfully make it through the education pipeline.
- ✓ Call on the private sector to provide grants to educational institutions in their community in order to develop technological competence among students
- ✓ Ask that the federal government increase its investment in promoting technological competence among students as a core 21st century skill.

TOOLS TO IMPLEMENT HIGHER EDUCATION STRATEGIES

The SEDL National Center for Family and Community Connections with Schools, A Toolkit for Title I Parental Involvement: www.sedl.org/connections/toolkit/toolkit-titlei-parent-inv.pdf

U.S. Department of Education, “The Condition of Education”:

<http://nces.ed.gov/pubs2011/2011033.pdf>

Lumina Foundation, “Making the Numbers Add Up: A guide for using data in college access and success program”: <https://folio.iupui.edu/handle/10244/416>

National Governors Association, “Complete to Compete: Common College Completion Metrics”: www.nga.org/files/live/sites/NGA/files/pdf/1007COMMONCOLLEGEMETRICS.PDF

Ohio Performance-Based Funding Model Overview Fact Sheet:

www.thekc.org/sites/default/files/FundingFormula%20_092710.pdf

Georgia’s HOPE Scholarship Program Overview:

www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia_s_HOPE_Scholarship_Program_Overview.aspx

The Gates Millennium Scholarship Program: www.gmsp.org

The DREAM Act, S.729: http://thomas.loc.gov/home/gpoxmlc111/s729_is.xml

Virginia Business Higher Education Council Resources and Information:

www.growbydegrees.org/resources

Four Steps to Finishing First in Higher Education: Practical Guides for Boosting Productivity:

<http://collegeproductivity.org/sites/default/files/CPFourStepsRpt04.pdf>

“Opportunity Adrift: our Flagship Universities are Straying From Their Mission”:

[www.edtrust.org/sites/edtrust.org/files/publications/files/Opportunity%20Adrift\(\).pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/Opportunity%20Adrift().pdf)

States	Postsecondary Education			
	Percentage Point Increase College-Going Rates Directly Out of High School Needed to Meet Goal	Percent Increase in Participation Rates of 20 to 39 Year Olds Needed to Meet Goal	Additional Associate and Bachelor's Degrees Needed by 2020 to Meet Goal	Cummulative State and Local Revenues Needed (at Current \$ per Student)
United States	15.8%	25.0%	8,165,954	117,081,656,445
Alabama	16.7%	25.0%	121,812	1,550,235,424
Alaska	16.0%	35.0%	12,642	855,919,676
Arizona	18.0%	35.0%	222,924	3,880,679,297
Arkansas	16.3%	26.0%	79,098	1,389,984,671
California	19.6%	30.0%	1,044,231	20,108,605,937
Colorado	13.8%	22.0%	131,743	222,161,650
Connecticut	13.6%	20.0%	70,157	1,553,621,344
Delaware	13.2%	20.0%	23,114	291,584,699
Florida	17.7%	30.0%	21,291	9,538,005,753
Georgia	13.9%	20.0%	603,724	4,313,124,625
Hawaii	15.0%	24.0%	207,016	770,342,819
Idaho	7.4%	15.0%	30,430	523,062,595
Illinois	12.1%	21.0%	37,522	3,495,027,868
Indiana	16.4%	25.0%	301,602	1,597,210,675
Iowa	9.6%	15.0%	182,479	836,249,647
Kansas	13.1%	20.0%	90,002	922,949,524
Kentucky	18.9%	31.0%	72,091	1,838,902,397
Louisiana	32.6%	50.0%	112,309	2,057,898,710
Maine	15.3%	25.0%	110,056	351,349,860
Maryland	15.7%	25.0%	32,287	2,569,373,078
Massachusetts	14.9%	20.0%	125,214	1,611,124,329
Michigan	18.0%	30.0%	154,319	3,022,405,408
Minnesota	10.4%	15.0%	283,609	1,577,943,968
Mississippi	20.1%	26.0%	124,574	1,019,590,547
Missouri	15.0%	25.0%	73,786	1,491,349,381
Montana	11.9%	23.0%	172,616	156,933,062
Nebraska	11.1%	17.0%	20,840	637,453,166
Nevada	12.8%	23.0%	44,911	1,690,910,805
New Hampshire	14.7%	23.0%	56,411	195,241,753
New Jersey	10.7%	15.0%	34,151	2,242,902,209
New Mexico	20.3%	30.0%	144,993	1,473,602,202
New York	17.1%	23.0%	54,257	6,985,603,905
North Carolina	13.2%	20.0%	486,171	5,624,770,715
North Dakota	14.2%	21.0%	251,812	105,131,719
Ohio	15.7%	25.0%	17,807	2,676,835,424
Oklahoma	16.2%	29.0%	290,111	1,469,794,340
Oregon	11.6%	25.0%	112,917	802,833,020
Pennsylvania	16.0%	25.0%	92,475	2,428,793,895
Rhode Island	20.9%	31.0%	322,226	254,846,447
South Carolina	19.6%	28.0%	42,878	988,484,329
South Dakota	14.4%	20.0%	106,252	144,312,032
Tennessee	16.0%	26.0%	17,400	2,273,542,945
Texas	13.6%	24.0%	157,685	12,960,438,900
Utah	14.6%	25.0%	640,002	1,626,319,400
Vermont	7.2%	15.0%	100,809	16,705,556
Virginia	16.5%	24.0%	19,947	2,853,925,310
Washington	15.2%	30.0%	200,272	2,871,337,258
West Virginia	19.5%	33.0%	186,719	495,496,833
Wisconsin	8.9%	15.0%	56,192	1,509,627,094
Wyoming	17.8%	30.0%	136,210	367,483,883

OTHER RESOURCES

Schott Foundation for Public Education:

www.schottfoundation.org

www.otlcampaign.org

Children Defense Fund, The State of America's Children, 2011:

www.childrensdefense.org/child-research-data-publications/state-of-americas-children-2011

Pedro Noguera, "A Broader and Bolder Approach Uses Education to Break the Cycle of Poverty":

www.kappanmagazine.org/content/93/3/8.full.pdf

United Church of Christ:

www.ucc.org/justice/public-education.org

Education Justice at the Education Law Center:

www.educationjustice.org

Civil Rights Project:

www.civilrightsproject.ucla.edu

Linda Darling-Hammond, *The Flat World and Education*.

Anthony Bryk, et al, *Organizing Schools for Improvement*.

Performance Needed to Close the 2020 College Attainment Gap between the U.S. and the Most Educated Countries

Prepared for the Schott Foundation for Public Education by the National Center for Higher Education Management Systems (NCHEMS)

The College Attainment Gap

In February 2009, President Barack Obama told a joint session of Congress: “By 2020, America will once again have the highest proportion of college graduates in the world”. A driving force behind the President’s statement were data published annually by the Organisation for Economic Cooperation and Development (OECD), which revealed that the U.S. was ranked 10th among developed countries in the percentage of its young adults ages 25 to 34 with college degrees (associate and higher). More than half of the young adults in the leading countries (Canada, South Korea, and Japan) had earned college degrees compared to less than 40 percent in the U.S. The attainment rate among young adults in the U.S. has largely leveled off, while substantial progress is being made by these countries. If the trends continue, it is reasonable to estimate that the leading countries will be approaching college attainment rates of 60 percent in their young adult populations by the year 2020. To be well-positioned, the U.S. should aspire to the same rate.

In April of 2010, NCHEMS worked with education staff from the Obama administration and the National Center for Education Statistics (NCES) to determine the size of the college attainment gap that needs to be closed by 2020 in order to realize the goal; and how much improvement in college degree production each state would need to contribute toward meeting the goal. The full report can be accessed at <http://www.nchems.org/pubs/detail.php?id=129>.

The following brief describes the analytical methods used to determine the college attainment gap, the contributions to be made by each state, and the investments needed to education - in K-12 and postsecondary education - in order to achieve the goal. It is written with support from the Schott Foundation for Public Education to explain the methods used to derive the numbers used in the report entitled “2020 Vision Roadmap: A Pre-K Through Postsecondary Blueprint for Educational Success”

Calculating the Degree Gap for 25 to 34 Year Olds

When estimating the additional degrees the U.S. will need to close the gap, current degree production and population growth must first be taken into account. The following calculations show how the U.S. “degree gap” (associate and bachelor’s) was derived.

1. Current % of Adults Aged 25 to 34 with College Degrees (2008)	37.8%
2. Average Annual % Change from 2000 to 2008	0.34%
3. 2020 % with Average Annual Change Applied to 2008 base	41.9%
4. Projected 25 to 34 Year Olds in 2020	45,065,697
5. Additional Degrees Needed to Meet Goal = $(60.0 - 41.9\%) \times 45,065,697$	8,165,954
6. Current Production of Associate and Bachelors (2007-08)	2,313,233
7. Annual Percent Increase Needed	4.2%

- In 2008, **37.8 percent** of adults aged 25 to 34 in the U.S. had college degrees – associate and higher (source: 2008 American Community Survey).
- From 2000 to 2008, the college attainment rate in the U.S. improved 0.34 percentage points annually. When this is applied annually from 2010 to 2020, the U.S. is projected to have an attainment rate of **41.9 percent in 2020**. This may be an overestimate, however, because there has been no increase in attainment over the most recent four years – from 2005 to 2008. (sources: 2000 Decennial Census and 2005-2008 American Community Surveys).
- The latest population projections from the U.S. Census Bureau estimate there will be 45,065,697 residents aged 25 to 34 in 2020 (for the 50 states and the District of Columbia). The 2020 degree gap is calculated as the degree goal minus the projected attainment rate, times the projected young adult population: (60.0 percent minus 41.9 percent) times 45,065,697. This yields a **degree gap of nearly 8.2 million** – the additional number of young adults with college degrees needed to close the gap between 41.9 and 60 percent.
- The U.S. currently produces more than 2.3 million associate and bachelor’s degrees annually (2007-08 NCES, IPEDS Completions Survey). To make consistent progress toward the target, using a compound interest approach, U.S. degree production needs to increase **4.2 percent annually**.

Contributions to be made by States

The following calculations are made to determine the degree production needed by each state to close the nation’s gap of 8.2 million degrees by 2020 (using Alabama as an Example). The calculations are based on each state’s current share of degree production, and then adjusted for different educational attainment levels and population projections:

1. Alabama currently produces **1.4 percent** of the nation’s associate and bachelor’s degrees (NCES, IPEDS Completions Survey 2007-08)
2. Prior to any adjustment, if Alabama were to maintain its current proportion of the nation’s degree production, it will produce **115,148** additional degrees – over and above current production – by 2020 (1.4% times 8.2 million)
3. Two index scores are created for each state in order to adjust their contribution to the national goal, given their projected population growth and current levels of educational attainment:
 - Population Growth Adjustment Index: projected 25 to 34 year olds in 2020 as a percent of the state’s current 24 to 34 year olds, divided by the same calculation for the U.S. (Alabama 97%/U.S. 108% = **0.89**). Alabama’s young adult population is projected to grow at a slower rate than the U.S. average. States that are projected to grow faster than the U.S. have index scores that are greater than 1.0.
 - Educational Attainment Adjusted Index: percent of 25 to 34 year olds with an associate degree or higher in the U.S. divided by the same percentage for the state (U.S. 37.8%/Alabama 31.8% = **1.19**). Alabama’s young adult population is less educated than the U.S. average, which yields an index value greater than 1.0. States that have young adults who are more educated than the U.S. have index scores that are less than 1.0.
4. The adjustments for the state contribution to the national goal are then applied to the baseline degree production estimate from step 2; so Alabama’s proportion of the U.S. 8.2 million degree gap

is calculated as the baseline degree production (115,148) times the population growth index (0.89) times the educational attainment index (1.19) = **121,812 additional degrees** to be produced by Alabama by 2020.

5. Alabama currently produces 32,619 associate and bachelor's degrees annually (2007-08 NCES, IPEDS Completions Survey). To make consistent progress toward the target, using a compound interest approach, Alabama degree production needs to increase **4.4 percent annually**.

The calculations for each state are shown in Appendix 1.

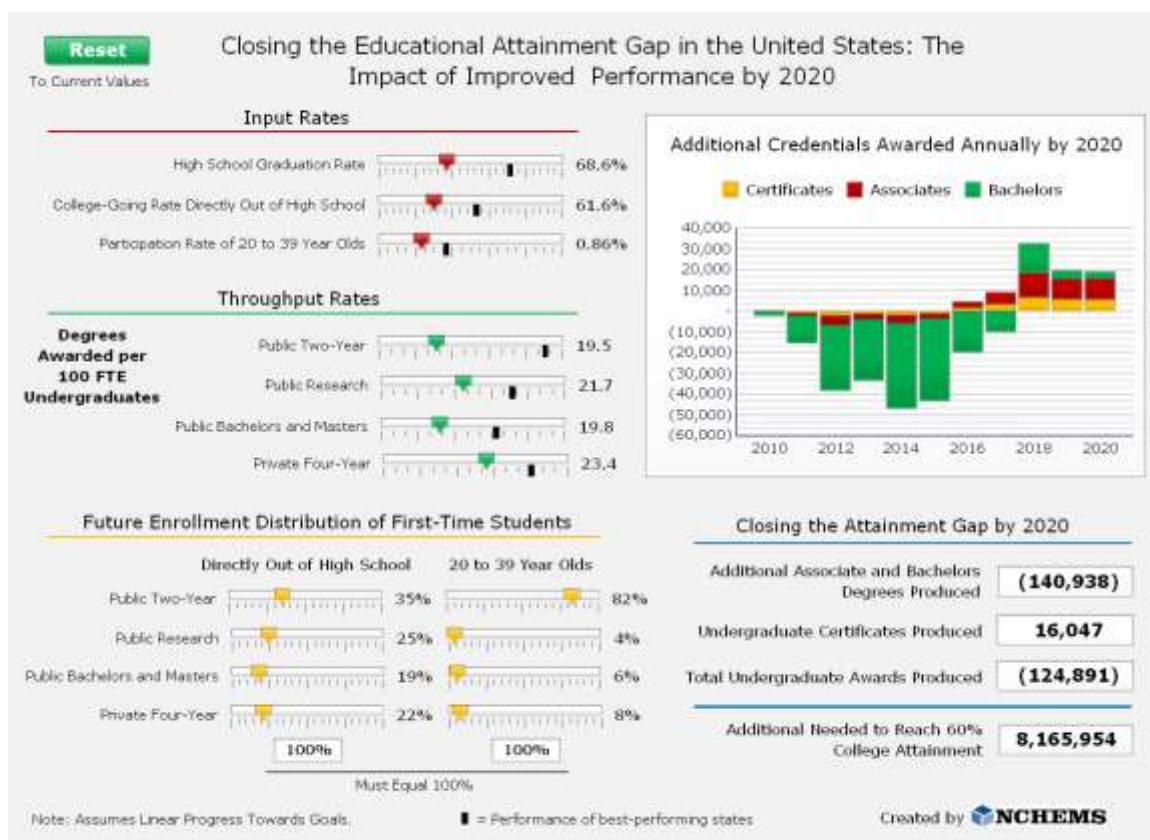
Performance Needed by the U.S. and Each State to Close the College Attainment Gap

Shortly following the report written in April 2010, NCHEMS constructed a "student flow" model for the U.S. that determines the levels of performance that are needed in the education pipeline to close the 8.2 million degree gap. Included in the model are measures for college participation and completion. The participation measures include high school graduation rates, college-going rates directly out of high school, and college participation rates among older adults aged 20 to 39. The completion measure is the number of undergraduate degrees awarded per 100 full-time equivalent undergraduate students (for public two-year, research, and bachelor's and master's colleges; and private four-year colleges). The model also takes into account the projected growth among high school students between now and 2020, as well as the projected growth among 20 to 39 year olds.

The user interface (dashboard) of the model is shown in Figure 1 below. By increasing the performance of each measure on the dashboard, users can test the impact that each has on the production of additional college degrees - and ultimately create different scenarios using multiple measures to estimate what levels of improvement are needed to close the 8.2 million degree gap by 2020.

A variety of models like the one displayed in Figure 1 have been developed in the past year. In the fall of 2010, NCHEMS developed similar models (with support from the Lumina Foundation) for the U.S. and each of the 50 states. These models include a mechanism for estimating the costs of achieving various college attainment goals - namely the additional state revenues needed to support the higher education enterprise at current dollars per Full-Time Equivalent (FTE) student. These models can be accessed at www.collegeproductivity.org.

Figure 1: NCHEMS Student Flow Model for Closing the College Attainment Gap

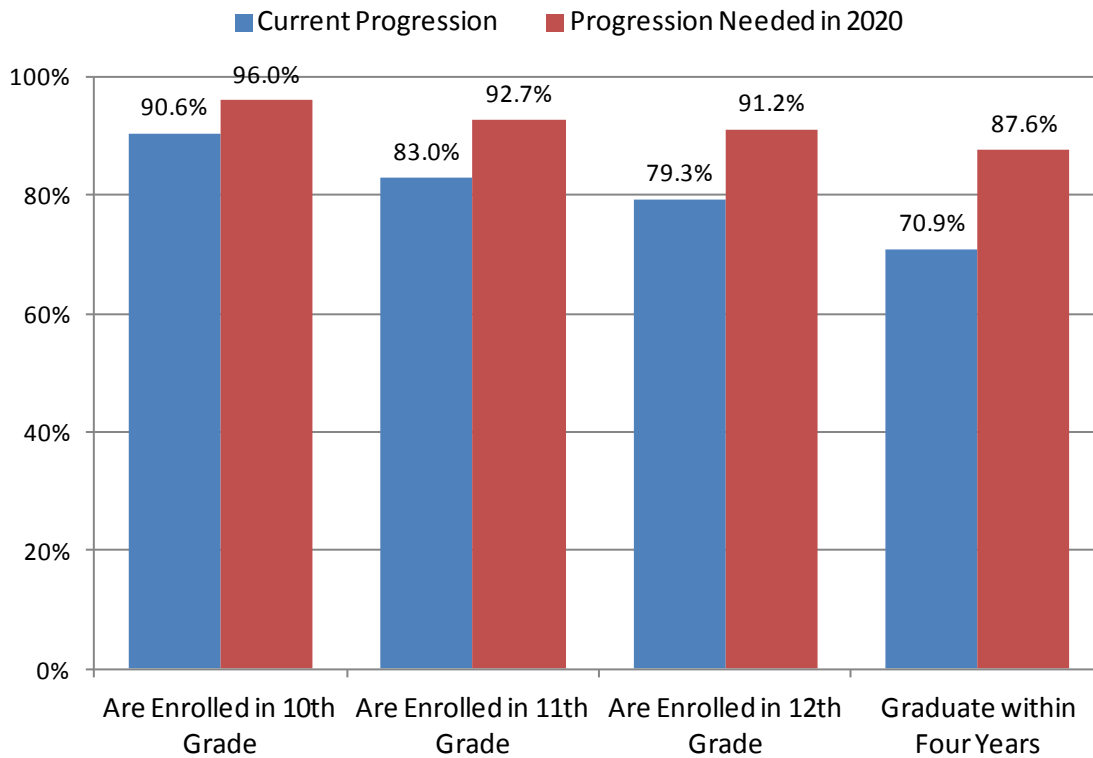


Appendix 2 provides the results of "modeling" each state to achieve the levels of degree production needed to meet the national goal - i.e. the contribution needed from each state described above and shown in Appendix 1. For the U.S. and each state, the measures of performance (for participation and completion) were increased at the same rate until the college degree gaps were closed; placing equal emphasis on all measures. The exceptions were for states that are already best-performers on measures; in which cases more improvement was modeled on other measures.

Increasing High School Graduation

GPS expressed particular interest in the PK-12 performance needed to meet the 2020 college attainment goal - for the U.S. and each of the states. To date, much of the attention given to the goals and the modeling efforts has been directed at the postsecondary enterprise. The secondary education system is still the largest direct supplier of students to postsecondary institutions. The majority of college students enter directly out of high school. Therefore, reducing the number of high school dropouts (who aren't even eligible to enter postsecondary education) between now and 2020 is critical to achieving the overall goal. The most recent data available from NCES reveal that just over 70 percent of 9th graders complete high school within four-years (Figure 2). And more 9th graders drop out in each subsequent year of high school.

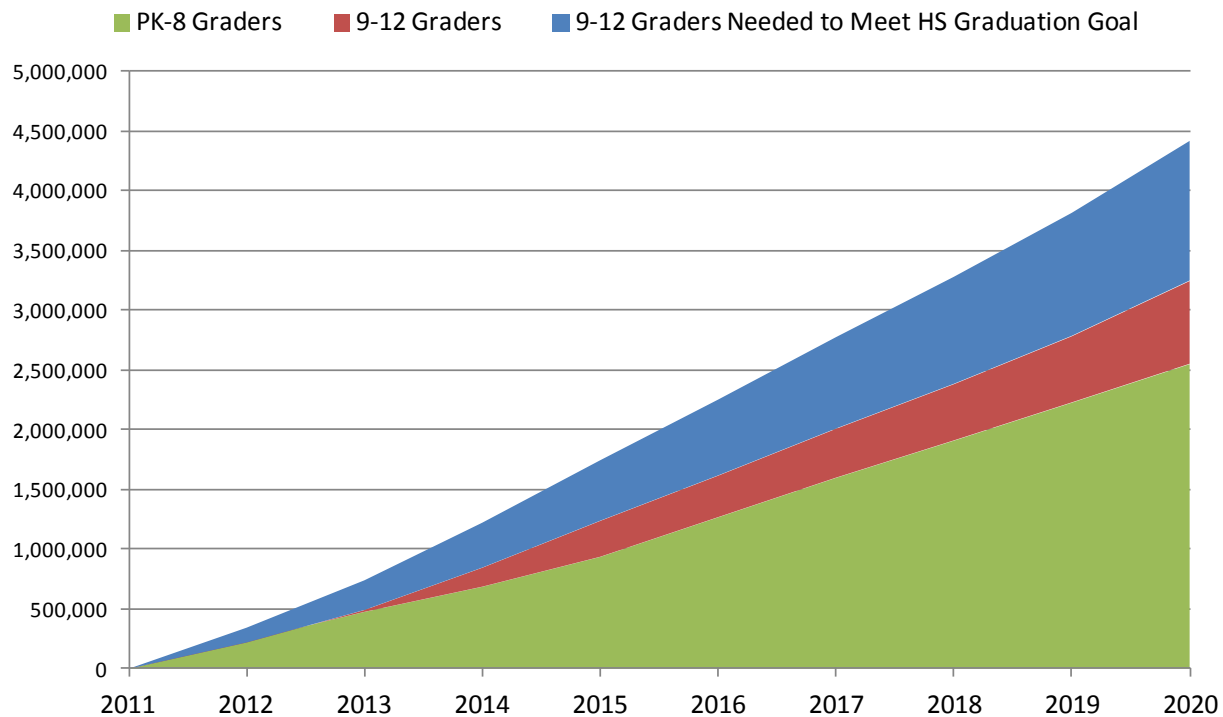
Figure 2: The Percentage of U.S. 9th Graders Who Persist to Subsequent Grades and On-Time Completion



In order for the U.S. to achieve its college attainment goal, much higher percentages of 9th to 12th graders must be retained until graduation - displayed in the red bars above. This will result in more students achieving the most basic prerequisite for college, but will also add substantial enrollments in high schools in many states.

Figure 3 displays the projected enrollment in PK-8 and 9-12 grades in the U.S. (using data from NCES). It also displays the additional 9th-12th graders that need to be retained in the system in order to achieve the high school graduation rate target in Figure 2 above. The detailed data for the U.S. and each state are shown in Appendices 3-5. As you might imagine, PK-12 enrollment in some states is projected to decline between now and 2020.

Figure 3: Additional Enrollment Projected and Needed to Meet High School Graduation Targets (U.S.)



Calculating Costs

Without a great deal of insight into cost-cutting strategies being entertained or implemented in each of the 50 states, the estimated public costs associated with achieving the 60 percent college attainment goal are simply derived from current public revenues made available to PK-12 and postsecondary education per student ("business as usual"). What will it cost states, localities, and the federal government to fund the additional enrollments needed to achieve the 2020 goal (at current \$ per student)?

Therefore, the estimated costs of achieving the 2020 goal in the U.S. and in each state is calculated as "additional students enrolled * current public revenues per student" (between 2011 and 2020). The revenues per student in PK-12 education (adjusted to current \$) are displayed in Appendix 6. The revenues per student in postsecondary education were derived from the 2009-10 NCES' Integrated Postsecondary Education Data System Finance Survey.

The cumulative estimated costs between now and 2020 for PK-12 and postsecondary education are displayed in Appendix 7 - for the U.S. and each state. Also, included in Appendix 7 are the numbers highlighted in the GPS report.

APPENDIX 1: How Each State Should Contribute to the Goal of Producing 8.2 Million Additional Degrees by 2020

Adjusting for Current Levels of Educational Attainment and Population Growth by State

Source: NCHEMS, Closing the College Attainment Gap between the U.S. and Most Educated Countries, and the Contributions to be made by the States (April 2010)

*

State	Percentage of U.S. Associate and Bachelors Produced by State	Equal Distribution of State Contribution to Closing the 8.2 Million Gap Between the U.S. and Top Country by 2020	Projected 25 to 34 Year Olds in 2020 as a Percent of Current 25 to 34 Year Olds	Index Value for Population Growth (Higher Value, More Growth)*	Percent of 25 to 34 Year Olds with an Associate Degree or Higher (2008)	Index Value for Educational Attainment (Higher Value, More Educational Need)**	Additional Degrees Needed by 2020 Adjusted for Educational Attainment and Population Growth***	Additional Degrees Needed Annually to Make Linear Progress Toward Goal	Average Annual Percentage Increase in Degree Production Needed (%)
Alabama	1.4%	115,148	97%	0.89	31.8%	1.19	121,812	1,846	4.4%
Alaska	0.1%	8,928	124%	1.14	30.5%	1.24	12,642	192	5.5%
Arizona	1.9%	159,225	123%	1.14	30.7%	1.23	222,924	3,378	5.4%
Arkansas	0.7%	60,510	97%	0.90	25.9%	1.46	79,098	1,198	5.2%
California	11.1%	902,514	119%	1.10	35.8%	1.05	1,044,231	15,822	4.7%
Colorado	1.8%	146,245	107%	0.99	41.5%	0.91	131,743	1,996	3.9%
Connecticut	1.0%	84,701	110%	1.02	46.3%	0.82	70,157	1,063	3.6%
Delaware	0.3%	23,994	101%	0.93	36.4%	1.04	23,114	350	4.1%
Florida	6.2%	506,245	121%	1.11	35.3%	1.07	603,724	9,147	4.8%
Georgia	2.3%	186,104	109%	1.00	34.0%	1.11	207,016	3,137	4.6%
Hawaii	0.4%	34,704	112%	1.04	40.9%	0.92	30,430	461	4.1%
Idaho	0.5%	38,252	96%	0.89	34.1%	1.11	37,522	569	4.2%
Illinois	4.5%	365,839	101%	0.93	42.7%	0.88	301,602	4,570	3.6%
Indiana	2.3%	189,175	99%	0.92	36.0%	1.05	182,479	2,765	4.1%
Iowa	1.6%	133,445	89%	0.82	45.9%	0.82	90,002	1,364	3.1%
Kansas	1.1%	89,040	96%	0.89	41.5%	0.91	72,091	1,092	3.6%
Kentucky	1.3%	105,151	99%	0.91	32.2%	1.17	112,309	1,702	4.4%
Louisiana	1.1%	92,348	96%	0.89	28.1%	1.35	110,056	1,668	4.8%
Maine	0.4%	34,553	97%	0.90	36.2%	1.04	32,287	489	4.0%
Maryland	1.6%	134,497	119%	1.10	44.6%	0.85	125,214	1,897	4.0%
Massachusetts	2.6%	213,402	111%	1.02	53.4%	0.71	154,319	2,338	4.2%
Michigan	3.5%	284,007	102%	0.95	35.8%	1.06	283,609	4,297	3.2%
Minnesota	2.0%	165,809	104%	0.96	48.3%	0.78	124,574	1,887	3.3%
Mississippi	0.9%	74,160	90%	0.84	31.7%	1.19	73,786	1,118	4.2%
Missouri	2.2%	177,144	102%	0.94	36.6%	1.03	172,616	2,615	4.1%
Montana	0.3%	24,001	90%	0.83	36.1%	1.05	20,840	316	3.8%
Nebraska	0.7%	60,704	93%	0.86	44.1%	0.86	44,911	680	3.3%
Nevada	0.4%	36,272	126%	1.16	28.2%	1.34	56,411	855	5.9%
New Hampshire	0.5%	41,087	109%	1.00	45.6%	0.83	34,151	517	3.6%
New Jersey	2.2%	178,443	107%	0.99	45.9%	0.82	144,993	2,197	3.6%
New Mexico	0.6%	45,341	98%	0.90	28.5%	1.32	54,257	822	4.8%
New York	7.7%	626,890	106%	0.98	47.7%	0.79	486,171	7,366	3.4%
North Carolina	2.7%	222,658	117%	1.08	36.0%	1.05	251,812	3,815	4.6%
North Dakota	0.3%	27,330	93%	0.85	49.5%	0.76	17,807	270	3.0%
Ohio	3.7%	304,348	99%	0.92	36.4%	1.04	290,111	4,396	4.1%
Oklahoma	1.2%	101,226	97%	0.89	30.3%	1.25	112,917	1,711	4.6%
Oregon	1.1%	91,581	105%	0.97	36.3%	1.04	92,475	1,401	4.3%
Pennsylvania	4.7%	383,747	103%	0.95	42.8%	0.88	322,226	4,882	3.7%
Rhode Island	0.6%	49,270	108%	1.00	43.4%	0.87	42,878	650	3.8%
South Carolina	1.2%	99,549	105%	0.97	34.4%	1.10	106,252	1,610	4.4%
South Dakota	0.3%	24,841	88%	0.81	43.6%	0.87	17,400	264	3.2%
Tennessee	1.6%	131,888	107%	0.99	31.3%	1.21	157,685	2,389	4.8%
Texas	6.2%	508,589	111%	1.02	30.7%	1.23	640,002	9,697	5.0%
Utah	1.3%	108,950	101%	0.94	38.2%	0.99	100,809	1,527	4.0%
Vermont	0.3%	23,225	108%	1.00	43.8%	0.86	19,947	302	3.7%
Virginia	2.5%	207,962	117%	1.08	42.4%	0.89	200,272	3,034	4.1%
Washington	2.2%	179,040	118%	1.09	39.4%	0.96	186,719	2,829	4.4%
West Virginia	0.7%	54,124	84%	0.78	38.7%	1.34	56,192	851	4.3%
Wisconsin	1.9%	159,105	97%	0.90	30.7%	0.95	136,210	2,064	3.7%
Wyoming	0.2%	15,903	84%	0.77	34.3%	1.10	13,564	206	3.7%
Nation	100.0%	8,165,954	108%	1.00	37.8%	1.00	8,165,954	123,727	4.2%

State Projected 25 to 34 Year Olds as a Percent of Current 25 to 34 Year Olds / U.S. Projected 25 to 34 Year Olds as a Percent of Current 25 to 34 Year Olds

** U.S. Educational Attainment / State Attainment

*** Column C x Column E x Column G

APPENDIX 2: Performance Needed to Meet the 2020 College Attainment Goal

Source: NCHEMS Student Flow Models

State	Inputs (High School Graduation and College Participation Rates)					Throughputs (Undergraduate Credentials Awarded per 100 Full-Time Equivalent Students)				
	Current			Projected to Meet Goal		Current			Projected to Meet Goal	
	High School Graduation Rate	College-Going Rate Directly Out of High School	First-Time Participation Rate of 20 to 39 Year Olds	High School Graduation Rate	College-Going Rate Directly Out of High School	First-Time Participation Rate of 20 to 39 Year Olds	Public Two-Year	Public Research	Public Bachelors and Masters	Private Sector
United States	70.1%	63.3%	1.08%	87.6%	79.1%	1.35%	19.1	21.7	19.9	23.8
Alabama	64.0%	66.7%	1.24%	80.0%	83.3%	1.55%	17.0	18.8	17.5	16.6
Alaska	65.8%	45.7%	0.41%	88.9%	61.7%	0.56%	13.6	15.7	15.6	16.6
Arizona	67.1%	51.4%	1.18%	90.6%	69.4%	1.59%	24.4	22.4	16.5	29.1
Arkansas	75.0%	62.5%	0.79%	94.6%	78.8%	1.00%	29.0	18.3	18.4	19.3
California	68.2%	65.4%	1.56%	88.6%	85.0%	2.03%	13.3	24.1	22.1	30.5
Colorado	71.5%	62.6%	1.38%	87.2%	76.4%	1.68%	24.1	20.8	17.8	29.2
Connecticut	78.1%	68.0%	0.47%	93.7%	81.7%	0.57%	14.1	27.6	20.3	22.8
Delaware	65.7%	66.2%	0.90%	78.8%	79.4%	1.08%	18.9	21.6	19.3	21.7
Florida	59.6%	58.8%	1.12%	77.4%	76.5%	1.45%	23.9	25.4	24.4	24.5
Georgia	58.8%	69.6%	0.94%	70.5%	83.5%	1.13%	32.6	21.0	16.5	20.1
Hawaii	68.4%	62.3%	0.71%	84.9%	77.3%	0.87%	16.4	22.5	21.0	25.5
Idaho	77.6%	49.1%	0.69%	89.3%	56.5%	0.79%	19.4	20.6	18.8	27.6
Illinois	75.8%	57.4%	1.22%	91.7%	69.5%	1.47%	21.2	24.5	23.8	25.5
Indiana	70.5%	65.7%	1.24%	88.1%	82.1%	1.55%	15.1	20.5	17.5	24.4
Iowa	83.9%	64.3%	0.91%	96.5%	73.9%	1.05%	22.0	20.2	21.9	24.5
Kansas	78.2%	65.4%	0.77%	93.9%	78.5%	0.93%	25.2	20.1	24.3	24.9
Kentucky	69.1%	60.9%	0.93%	90.5%	79.8%	1.22%	46.4	19.9	18.2	24.8
Louisiana	58.1%	65.3%	0.70%	87.2%	97.9%	1.06%	44.7	18.8	15.9	25.0
Maine	78.7%	61.3%	0.72%	98.3%	76.6%	0.90%	21.0	18.6	20.7	22.1
Maryland	72.8%	62.9%	0.85%	91.0%	78.6%	1.06%	16.3	23.2	21.2	25.0
Massachusetts	77.0%	74.6%	0.69%	92.4%	89.6%	0.82%	19.4	20.9	18.4	22.4
Michigan	72.5%	59.9%	0.85%	94.3%	77.9%	1.10%	18.5	21.1	20.4	24.5
Minnesota	85.4%	69.2%	0.91%	98.2%	79.6%	1.04%	27.2	21.3	19.8	22.2
Mississippi	61.7%	77.4%	1.23%	77.7%	97.5%	1.55%	19.1	19.4	18.2	21.7
Missouri	78.4%	60.0%	0.91%	98.0%	75.0%	1.14%	16.0	22.8	19.4	27.4
Montana	78.8%	51.8%	0.78%	96.9%	63.8%	0.96%	20.6	19.6	17.5	18.3
Nebraska	79.5%	65.5%	0.71%	93.0%	76.6%	0.83%	19.4	18.5	18.5	25.1
Nevada	47.6%	55.6%	1.44%	58.5%	68.4%	1.78%	9.7	19.3	13.4	26.2
New Hampshire	80.6%	63.9%	0.50%	99.2%	78.5%	0.62%	23.0	21.5	21.1	25.0
New Jersey	85.2%	71.1%	0.72%	98.0%	81.8%	0.83%	14.1	19.4	24.3	22.7
New Mexico	60.6%	67.7%	1.19%	78.8%	88.0%	1.54%	16.3	19.3	16.2	28.4
New York	67.1%	74.2%	0.74%	82.6%	91.3%	0.92%	17.3	21.3	20.8	24.1
North Carolina	65.9%	66.0%	0.93%	79.1%	79.2%	1.11%	18.8	19.6	18.6	21.9
North Dakota	81.9%	67.6%	1.22%	99.1%	81.8%	1.47%	33.0	18.5	21.8	20.0
Ohio	72.9%	62.7%	0.86%	91.1%	78.4%	1.07%	16.5	20.8	10.4	25.1
Oklahoma	75.2%	56.0%	0.91%	97.0%	72.2%	1.17%	17.3	22.7	21.3	26.8
Oregon	74.8%	46.5%	1.38%	93.5%	58.1%	1.72%	13.1	20.8	19.9	29.2
Pennsylvania	79.5%	63.9%	1.07%	99.4%	79.9%	1.33%	16.2	23.6	18.3	24.6
Rhode Island	70.9%	67.4%	0.95%	92.9%	88.3%	1.24%	13.7	18.1	19.7	27.6
South Carolina	53.8%	70.1%	0.94%	68.9%	89.7%	1.20%	21.0	20.1	18.9	18.0
South Dakota	82.7%	72.1%	0.88%	99.2%	86.5%	1.05%	31.4	19.5	14.3	20.9
Tennessee	71.1%	61.6%	0.77%	89.5%	77.6%	0.97%	15.1	19.3	18.5	24.5
Texas	65.3%	56.9%	0.91%	81.0%	70.5%	1.12%	15.2	23.2	21.1	30.8
Utah	74.0%	58.5%	1.01%	92.5%	73.1%	1.27%	24.7	24.9	22.2	20.0
Vermont	86.6%	48.3%	0.56%	99.6%	55.5%	0.65%	24.2	21.0	20.6	22.3
Virginia	70.7%	68.7%	0.95%	87.7%	85.1%	1.18%	16.9	21.5	19.8	23.7
Washington	68.6%	50.7%	0.50%	89.2%	66.0%	0.65%	23.9	25.0	24.3	27.5
West Virginia	72.3%	59.0%	0.74%	96.1%	78.5%	0.99%	19.3	17.6	17.5	23.5
Wisconsin	85.6%	59.1%	1.03%	98.4%	68.0%	1.19%	36.2	21.0	19.1	21.5
Wyoming	74.7%	59.4%	1.30%	97.1%	77.2%	1.69%	19.2	20.6	0.0	48.8

APPENDIX 3: Projected Change in PK-8th Grade Enrolment from 2012 to 2020 (Above/Below 2011 Enrollment)

Source: NCES, Projections of Education Statistics to 2020 (Table 8)

State	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
United States	237,729	476,716	687,407	937,522	1,269,107	1,599,654	1,911,444	2,229,589	2,552,791	11,901,959
Alabama	(1,435)	(3,857)	(7,459)	(10,469)	(11,262)	(11,820)	(12,755)	(13,438)	(13,807)	(86,302)
Alaska	2,442	4,826	7,299	10,005	13,098	16,202	18,991	21,644	24,154	118,661
Arizona	17,885	34,760	51,632	69,175	89,171	110,136	130,794	151,816	173,282	828,651
Arkansas	1,031	1,281	1,313	680	467	703	900	1,420	2,331	10,126
California	39,170	88,007	138,028	200,943	272,524	339,577	403,228	466,363	528,200	2,476,040
Colorado	9,769	18,632	25,769	32,468	39,055	44,877	50,903	57,282	64,077	342,832
Connecticut	(1,860)	(2,791)	(3,257)	(2,756)	(915)	1,098	3,485	6,386	9,646	9,036
Delaware	1,314	2,305	3,253	4,194	5,367	6,186	6,924	7,634	8,277	45,454
Florida	9,407	19,801	32,824	50,726	77,915	110,635	142,728	175,306	208,372	827,714
Georgia	10,013	19,123	26,650	34,351	45,559	57,924	71,003	84,524	98,542	447,689
Hawaii	1,210	2,383	3,171	4,593	5,460	5,909	5,836	5,706	5,503	39,771
Idaho	3,735	6,935	10,348	13,401	16,563	19,830	22,549	24,907	26,981	145,249
Illinois	2,645	3,539	2,854	3,287	9,704	14,608	18,788	23,137	27,504	106,066
Indiana	1,395	2,409	2,339	433	2,942	5,771	8,327	11,214	14,489	49,319
Iowa	1,845	3,228	4,028	4,813	5,515	5,612	5,228	4,598	3,785	38,652
Kansas	2,353	4,262	5,520	6,708	8,097	9,366	10,294	11,072	11,744	69,416
Kentucky	(203)	(971)	(1,966)	(3,020)	(4,427)	(6,030)	(7,635)	(8,856)	(9,644)	(42,752)
Louisiana	(515)	(2,363)	(6,000)	(8,793)	(10,580)	(12,827)	(15,492)	(18,180)	(20,785)	(95,535)
Maine	310	1,153	2,036	3,035	4,259	5,421	6,289	6,974	7,505	36,982
Maryland	5,527	13,460	20,915	30,774	39,474	49,563	59,625	69,883	80,094	369,315
Massachusetts	(3,746)	(6,403)	(9,095)	(11,007)	(11,603)	(11,806)	(11,290)	(9,643)	(6,977)	(81,570)
Michigan	(5,949)	(9,880)	(13,160)	(13,446)	(8,634)	(1,646)	4,107	9,264	13,627	(25,717)
Minnesota	8,000	16,356	24,369	32,279	42,640	52,002	61,162	70,274	79,201	386,283
Mississippi	(171)	(1,630)	(4,962)	(7,597)	(9,181)	(11,920)	(14,785)	(17,542)	(20,172)	(87,960)
Missouri	989	2,644	3,331	4,591	6,823	9,506	11,703	13,842	15,916	69,345
Montana	846	1,698	2,666	3,514	4,300	5,093	5,579	5,864	5,977	35,537
Nebraska	2,433	4,409	5,792	6,877	7,620	7,743	7,708	7,661	7,641	57,884
Nevada	6,500	12,513	18,277	24,688	32,659	42,244	52,465	63,208	74,519	327,073
New Hampshire	(679)	(792)	(628)	(11)	1,050	2,733	4,543	6,434	8,364	21,014
New Jersey	691	935	1,589	2,706	5,796	7,857	10,363	13,874	18,282	62,093
New Mexico	3,730	7,035	10,194	12,894	15,580	17,676	18,880	19,514	19,666	125,169
New York	(4,914)	(7,896)	(11,826)	(12,101)	(9,098)	(5,894)	(2,513)	2,079	7,404	(44,759)
North Carolina	12,097	22,276	30,253	38,575	51,509	66,642	82,498	99,810	118,644	522,304
North Dakota	189	515	1,076	1,388	1,814	1,958	1,868	1,741	1,577	12,126
Ohio	(2,702)	(5,297)	(9,079)	(12,469)	(12,242)	(11,554)	(11,641)	(11,807)	(12,138)	(88,929)
Oklahoma	1,687	2,944	3,243	3,247	3,422	3,589	3,537	3,666	4,024	29,359
Oregon	4,172	8,695	14,068	20,395	27,759	35,605	43,054	50,389	57,648	261,785
Pennsylvania	979	1,363	2,102	5,579	13,683	21,371	28,143	34,921	41,364	149,505
Rhode Island	(95)	1,255	2,388	2,947	3,834	4,769	5,743	6,737	7,719	35,297
South Carolina	2,652	4,302	4,423	4,706	6,626	8,863	10,884	13,054	15,384	70,894
South Dakota	1,093	2,131	2,974	3,931	4,533	4,882	5,056	5,109	5,083	34,792
Tennessee	2,843	4,500	6,070	8,096	11,807	16,734	21,847	27,657	34,161	133,715
Texas	73,655	143,186	201,708	260,092	320,951	376,424	427,176	476,703	525,695	2,805,590
Utah	4,502	8,790	13,184	18,453	24,825	28,439	31,729	35,374	39,477	204,773
Vermont	489	1,143	2,131	3,278	4,518	5,721	6,734	7,713	8,624	40,351
Virginia	7,683	15,809	22,804	30,557	39,782	50,080	60,295	71,046	82,206	380,262
Washington	9,720	19,917	31,007	43,615	58,744	74,548	90,354	106,536	123,018	557,459
West Virginia	(476)	(1,193)	(2,947)	(4,654)	(6,935)	(9,262)	(12,083)	(14,754)	(17,243)	(69,547)
Wisconsin	3,561	7,440	10,795	15,076	20,386	25,942	30,844	35,264	39,077	188,385
Wyoming	1,139	2,126	2,859	3,356	3,550	3,308	2,853	2,260	1,566	23,017

APPENDIX 4: Projected Change in 9th-12th Grade Enrollment from 2012 to 2020 (Above/Below 2011 Enrollment)

Source: NCES, Projections of Education Statistics to 2020 (Table 10)

State	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
United States	(18,001)	14,968	158,232	299,776	346,612	408,203	469,805	552,665	691,521	2,923,781
Alabama	116	1,996	5,781	8,172	6,845	4,898	2,709	749	250	31,516
Alaska	(418)	(147)	549	1,405	2,048	2,541	3,351	4,376	5,807	19,512
Arizona	5,367	12,753	21,543	30,308	37,102	42,519	48,720	55,357	63,718	317,387
Arkansas	794	2,745	4,717	6,759	8,056	8,356	8,672	8,344	8,054	56,497
California	(19,313)	(37,948)	(41,534)	(41,936)	(42,949)	(28,641)	(10,711)	17,189	51,413	(154,430)
Colorado	3,459	8,281	15,141	22,523	28,754	34,980	39,287	42,788	45,874	241,087
Connecticut	(1,101)	(2,309)	(3,380)	(4,327)	(6,434)	(7,584)	(8,559)	(9,210)	(9,135)	(52,039)
Delaware	(59)	732	1,567	2,408	2,859	3,438	3,992	4,451	5,080	24,468
Florida	(702)	(3,295)	(1,449)	(2,123)	(6,641)	(14,267)	(16,969)	(15,158)	(6,639)	(67,243)
Georgia	4,131	10,842	20,241	30,350	34,085	36,351	37,103	37,879	41,054	252,036
Hawaii	(656)	(728)	(687)	(1,002)	(714)	(40)	914	2,245	3,028	2,360
Idaho	891	2,611	3,838	6,151	7,905	8,868	10,406	11,780	13,405	65,855
Illinois	(5,377)	(5,519)	(832)	4,651	2,630	1,150	(951)	(2,791)	166	(6,873)
Indiana	(1,150)	(1,484)	(349)	4,244	4,261	3,688	2,591	(297)	422	11,926
Iowa	(27)	1,112	2,877	4,388	5,363	6,391	7,160	8,006	8,852	44,122
Kansas	739	2,279	4,758	7,568	8,937	9,917	10,563	11,139	11,865	67,765
Kentucky	1,337	2,783	4,626	6,303	7,084	7,744	8,273	8,370	7,725	54,245
Louisiana	631	1,652	3,721	6,912	6,603	6,112	4,786	3,967	3,549	37,933
Maine	(920)	(1,756)	(2,150)	(2,419)	(2,850)	(2,814)	(2,563)	(2,208)	(1,597)	(19,277)
Maryland	(4,203)	(8,137)	(8,288)	(9,078)	(6,922)	(4,193)	(2,036)	1,827	4,279	(36,751)
Massachusetts	(1,573)	(3,918)	(4,507)	(4,903)	(7,035)	(8,036)	(9,413)	(10,985)	(12,279)	(62,649)
Michigan	(5,813)	(11,382)	(12,876)	(15,492)	(23,544)	(32,134)	(38,884)	(43,084)	(42,550)	(225,759)
Minnesota	(1,102)	(64)	3,463	7,834	10,290	14,011	17,302	19,771	24,773	96,278
Mississippi	(1,232)	(1,330)	1,305	2,951	2,675	2,877	1,829	1,059	844	10,978
Missouri	614	1,199	3,929	6,055	5,949	5,993	5,596	5,581	6,229	41,145
Montana	(285)	(233)	(222)	104	368	541	1,019	1,468	1,951	4,711
Nebraska	11	586	1,927	3,521	5,315	7,330	8,838	9,986	10,695	48,209
Nevada	2,245	5,943	10,383	14,872	17,487	18,493	19,542	21,230	23,882	134,077
New Hampshire	(936)	(1,843)	(2,449)	(3,102)	(3,866)	(4,689)	(5,336)	(5,655)	(5,672)	(33,548)
New Jersey	(632)	(500)	640	1,677	928	1,586	2,571	3,162	4,376	13,808
New Mexico	(685)	201	1,725	3,359	4,673	5,961	7,794	9,503	11,316	43,847
New York	(14,610)	(26,951)	(31,333)	(34,817)	(39,968)	(42,346)	(45,213)	(46,510)	(46,623)	(328,371)
North Carolina	3,198	12,606	26,759	39,658	45,306	47,909	48,941	49,538	53,154	327,069
North Dakota	(277)	(586)	(1,024)	(1,213)	(1,440)	(1,292)	(724)	(386)	28	(6,914)
Ohio	(4,686)	(6,439)	(3,343)	(117)	(2,902)	(5,898)	(9,343)	(12,903)	(13,481)	(59,112)
Oklahoma	1,859	4,570	8,188	11,384	12,845	13,992	14,616	14,934	15,091	97,479
Oregon	1,442	2,973	4,482	6,034	6,300	6,312	7,451	9,477	12,578	57,049
Pennsylvania	(10,847)	(15,832)	(16,645)	(16,412)	(19,987)	(23,415)	(25,713)	(26,237)	(23,186)	(178,274)
Rhode Island	(1,113)	(3,071)	(4,186)	(4,131)	(4,405)	(3,634)	(3,103)	(3,102)	(2,881)	(29,626)
South Carolina	1,249	4,064	9,435	13,951	14,995	15,100	14,460	13,765	14,176	101,195
South Dakota	(86)	(235)	94	215	792	1,566	2,215	3,030	3,553	11,144
Tennessee	3,168	7,024	12,428	16,931	18,389	17,898	17,547	17,196	17,758	128,339
Texas	28,521	57,051	100,000	137,536	169,893	204,797	234,531	263,730	293,771	1,489,830
Utah	1,240	2,443	3,870	3,766	1,818	3,073	5,414	8,829	13,404	43,857
Vermont	(533)	(876)	(1,162)	(1,460)	(1,694)	(1,779)	(1,403)	(960)	(420)	(10,287)
Virginia	(598)	370	5,057	10,886	14,256	17,173	19,406	21,723	24,726	112,999
Washington	2,352	5,417	10,509	14,998	17,287	19,671	22,991	27,163	33,438	153,826
West Virginia	(217)	(488)	636	1,287	2,013	2,542	2,728	2,760	2,077	13,338
Wisconsin	(1,973)	(1,972)	159	2,404	3,021	3,288	3,194	3,953	6,011	18,085
Wyoming	487	1,249	2,013	2,802	3,531	4,486	5,353	6,038	6,470	32,429

APPENDIX 5: Change in 9th-12th Grade Enrollment Needed to Meet High School Graduation Rate Goal in 2020 (Above/Below 2011 Enrollment)

Source: NCES, Projections of Education Statistics to 2020 (Table 10); National Center for Higher Education Management Systems

State	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
United States	123,565	247,692	375,197	505,083	633,348	763,164	894,030	1,027,392	1,166,457	5,735,929
Alabama	2,027	4,090	6,244	8,417	10,458	12,437	14,363	16,264	18,254	92,552
Alaska	187	376	575	783	994	1,207	1,436	1,682	1,955	9,195
Arizona	5,205	10,651	16,406	22,446	28,611	34,863	41,381	48,158	55,404	263,125
Arkansas	1,371	2,782	4,233	5,726	7,222	8,685	10,155	11,579	13,000	64,753
California	10,966	21,724	32,526	43,360	54,171	65,485	77,100	89,362	102,253	496,948
Colorado	1,070	2,182	3,362	4,611	5,900	7,242	8,580	9,928	11,290	54,166
Connecticut	1,528	3,034	4,521	5,993	7,394	8,809	10,214	11,625	13,085	66,201
Delaware	335	685	1,050	1,430	1,807	2,200	2,601	3,005	3,431	16,544
Florida	6,473	12,902	19,401	25,844	32,108	38,131	44,321	50,779	57,795	287,754
Georgia	3,157	6,404	9,797	13,336	16,796	20,247	23,657	27,079	30,657	151,129
Hawaii	681	1,359	2,041	2,704	3,400	4,135	4,915	5,762	6,578	31,575
Idaho	331	676	1,029	1,409	1,796	2,178	2,584	2,997	3,430	16,431
Illinois	5,605	11,208	16,939	22,783	28,388	33,986	39,518	45,030	50,899	254,358
Indiana	1,942	3,881	5,842	7,905	9,882	11,836	13,761	15,583	17,571	88,203
Iowa	604	1,217	1,847	2,489	3,131	3,783	4,436	5,098	5,767	28,371
Kansas	950	1,922	2,935	3,991	5,036	6,083	7,128	8,179	9,246	45,470
Kentucky	2,247	4,527	6,855	9,219	11,569	13,929	16,293	18,630	20,891	104,160
Louisiana	2,322	4,672	7,089	9,619	12,003	14,365	16,638	18,929	21,246	106,882
Maine	173	341	507	673	835	1,003	1,175	1,352	1,537	7,596
Maryland	3,184	6,269	9,397	12,490	15,749	19,106	22,483	26,086	29,627	144,392
Massachusetts	2,177	4,318	6,464	8,606	10,675	12,763	14,815	16,833	18,846	95,497
Michigan	5,697	11,263	16,842	22,334	27,443	32,326	37,158	42,071	47,386	242,521
Minnesota	565	1,134	1,724	2,336	2,946	3,584	4,231	4,878	5,585	26,981
Mississippi	1,401	2,800	4,284	5,781	7,212	8,667	10,034	11,403	12,807	64,389
Missouri	3,202	6,417	9,724	13,066	16,327	19,595	22,828	26,087	29,418	146,663
Montana	371	743	1,115	1,498	1,884	2,270	2,678	3,093	3,518	17,170
Nebraska	508	1,024	1,559	2,116	2,698	3,309	3,923	4,538	5,143	24,818
Nevada	684	1,405	2,176	2,994	3,809	4,602	5,407	6,249	7,153	34,480
New Hampshire	618	1,218	1,808	2,384	2,941	3,478	4,011	4,557	5,126	26,142
New Jersey	2,558	5,117	7,697	10,288	12,836	15,428	18,042	20,648	23,296	115,909
New Mexico	1,029	2,077	3,165	4,291	5,436	6,607	7,848	9,118	10,436	50,007
New York	6,887	13,567	20,240	26,870	33,371	39,925	46,411	52,954	59,565	299,791
North Carolina	3,742	7,644	11,827	16,209	20,502	24,735	28,919	33,092	37,505	184,176
North Dakota	168	332	490	649	805	971	1,157	1,338	1,527	7,437
Ohio	5,043	10,053	15,166	20,342	25,298	30,189	34,996	39,729	44,646	225,463
Oklahoma	2,185	4,437	6,791	9,214	11,609	14,016	16,407	18,782	21,148	104,588
Oregon	111	223	338	454	569	683	801	926	1,059	5,163
Pennsylvania	5,630	11,154	16,705	22,284	27,664	32,977	38,302	43,729	49,488	247,934
Rhode Island	535	1,020	1,487	1,986	2,465	3,017	3,568	4,077	4,612	22,768
South Carolina	1,401	2,840	4,370	5,951	7,474	8,973	10,438	11,891	13,403	66,741
South Dakota	392	781	1,180	1,579	2,002	2,448	2,900	3,379	3,847	18,507
Tennessee	2,315	4,693	7,171	9,709	12,195	14,610	17,026	19,435	21,905	109,060
Texas	13,963	28,510	44,085	60,317	77,054	94,609	112,509	130,974	150,115	712,136
Utah	171	344	521	695	857	1,037	1,229	1,436	1,662	7,953
Vermont	169	333	494	650	806	963	1,141	1,326	1,523	7,405
Virginia	3,204	6,426	9,761	13,219	16,671	20,158	23,654	27,195	30,830	151,118
Washington	1,794	3,622	5,517	7,453	9,379	11,333	13,349	15,438	17,676	85,562
West Virginia	1,195	2,381	3,622	4,868	6,139	7,414	8,669	9,911	11,058	55,255
Wisconsin	1,192	2,384	3,604	4,846	6,071	7,292	8,505	9,747	11,048	54,689
Wyoming	237	487	752	1,031	1,321	1,637	1,964	2,294	2,616	12,339

APPENDIX 6: Calculating State, Local, and Federal Revenues for K-12 Education per Student

Source: NCES, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008–09 (Tables 1 and 5)

State or Jurisdiction	Total	Local	State	Federal	Enrollment	State, Local, and Federal Revenues per Student	Adjusted to 2011 \$ (Using the Consumer Price Index CPI)
United States	\$593,061,181	\$259,250,999	\$277,079,518	\$56,730,664	49,002,331	\$ 12,103	\$ 12,829
Alabama	7,239,083	2,295,475	4,166,018	777,591	739,217	\$ 9,793	\$ 10,380
Alaska	2,262,964	488,356	1,459,658	314,949	130,660	\$ 17,319	\$ 18,359
Arizona	9,771,972	4,040,008	4,594,648	1,137,316	1,087,762	\$ 8,984	\$ 9,523
Arkansas	4,823,956	1,583,147	2,684,309	556,500	478,951	\$ 10,072	\$ 10,676
California	70,687,012	20,895,829	40,605,913	9,185,270	6,322,786	\$ 11,180	\$ 11,851
Colorado	8,353,849	4,105,376	3,670,240	578,233	818,486	\$ 10,206	\$ 10,819
Connecticut	9,871,755	5,588,751	3,842,177	440,826	567,206	\$ 17,404	\$ 18,448
Delaware	1,755,133	517,796	1,094,909	142,428	125,434	\$ 13,992	\$ 14,832
Florida	26,322,090	14,579,923	9,047,588	2,694,579	2,631,126	\$ 10,004	\$ 10,604
Georgia	18,017,477	8,548,478	7,780,725	1,688,274	1,655,770	\$ 10,882	\$ 11,535
Hawaii ⁶	2,689,757	91,889	2,205,032	392,837	179,475	\$ 14,987	\$ 15,886
Idaho	2,243,784	504,812	1,509,815	229,156	275,034	\$ 8,158	\$ 8,648
Illinois	26,512,711	16,041,221	7,324,750	3,146,741	2,026,889	\$ 13,080	\$ 13,865
Indiana	12,569,782	6,172,042	4,964,928	1,432,813	1,046,118	\$ 12,016	\$ 12,737
Iowa	5,519,854	2,530,666	2,545,360	443,827	470,525	\$ 11,731	\$ 12,435
Kansas	5,757,927	1,980,973	3,323,346	453,608	471,076	\$ 12,223	\$ 12,956
Kentucky	6,641,128	2,107,627	3,802,150	731,351	651,359	\$ 10,196	\$ 10,808
Louisiana	8,099,981	3,095,662	3,740,262	1,264,057	684,894	\$ 11,827	\$ 12,536
Maine	2,575,516	1,202,765	1,127,032	245,719	192,928	\$ 13,350	\$ 14,151
Maryland	13,097,508	6,703,926	5,698,735	694,847	843,833	\$ 15,521	\$ 16,453
Massachusetts	15,102,480	7,790,028	6,036,202	1,276,250	958,890	\$ 15,750	\$ 16,695
Michigan	19,585,635	6,427,004	10,904,987	2,253,644	1,659,993	\$ 11,799	\$ 12,507
Minnesota	10,542,303	2,995,407	6,914,839	632,057	836,025	\$ 12,610	\$ 13,367
Mississippi	4,360,702	1,350,375	2,334,355	675,972	491,953	\$ 8,864	\$ 9,396
Missouri	10,042,753	5,783,128	3,425,716	833,909	892,416	\$ 11,253	\$ 11,929
Montana	1,595,197	622,089	774,091	199,017	140,943	\$ 11,318	\$ 11,997
Nebraska	3,455,794	1,961,810	1,213,317	280,666	281,533	\$ 12,275	\$ 13,011
Nevada	4,450,741	2,654,134	1,362,123	434,484	433,393	\$ 10,270	\$ 10,886
New Hampshire	2,717,115	1,566,547	1,003,249	147,318	197,935	\$ 13,727	\$ 14,551
New Jersey	25,283,290	13,717,006	10,525,550	1,040,733	1,381,421	\$ 18,302	\$ 19,401
New Mexico	3,820,116	575,152	2,675,916	569,047	330,259	\$ 11,567	\$ 12,261
New York	55,558,190	26,991,217	25,346,556	3,220,417	2,740,628	\$ 20,272	\$ 21,488
North Carolina	13,322,946	3,515,648	8,401,249	1,406,049	1,463,992	\$ 9,100	\$ 9,646
North Dakota	1,102,479	532,990	408,004	161,484	94,725	\$ 11,639	\$ 12,337
Ohio	22,956,215	10,352,625	10,917,974	1,685,617	1,779,222	\$ 12,902	\$ 13,677
Oklahoma	5,729,610	1,916,378	3,042,487	770,745	645,098	\$ 8,882	\$ 9,415
Oregon	6,145,206	2,357,357	3,117,303	670,547	575,372	\$ 10,680	\$ 11,321
Pennsylvania	25,632,072	13,843,699	9,920,340	1,868,034	1,775,025	\$ 14,440	\$ 15,307
Rhode Island	2,232,149	1,199,044	817,590	215,514	145,343	\$ 15,358	\$ 16,279
South Carolina	7,702,962	3,260,758	3,679,907	762,297	718,124	\$ 10,727	\$ 11,370
South Dakota	1,241,892	628,359	410,179	203,354	126,435	\$ 9,822	\$ 10,412
Tennessee	8,283,928	3,539,325	3,809,467	935,135	971,934	\$ 8,523	\$ 9,035
Texas	46,962,119	21,974,171	19,973,129	5,014,820	4,752,158	\$ 9,882	\$ 10,475
Utah	4,542,690	1,589,970	2,387,698	565,022	550,314	\$ 8,255	\$ 8,750
Vermont	1,571,006	121,922	1,346,300	102,785	93,625	\$ 16,780	\$ 17,787
Virginia	14,964,444	7,746,272	6,303,648	914,524	1,235,810	\$ 12,109	\$ 12,836
Washington	11,903,510	3,371,667	7,146,394	1,385,449	1,026,052	\$ 11,601	\$ 12,297
West Virginia	3,281,385	976,347	1,938,999	366,038	282,741	\$ 11,606	\$ 12,302
Wisconsin	10,832,105	4,720,471	4,809,185	1,302,449	867,042	\$ 12,493	\$ 13,243
Wyoming	1,675,896	620,095	945,167	110,634	86,709	\$ 19,328	\$ 20,488

ⁱ See generally, Pew Center on the States, *Transforming Public Education: Pathway to a Pre-K–12 Future*, September 2011.

ⁱⁱ Satkowski, Christina, *The Next Step in Systems-Building: Early childhood Advisory Councils and Federal Efforts to Promote Alignment in Early Childhood*, New America Foundation, November 2009.

ⁱⁱⁱ New York State Early Childhood Advisory Council, accessed at:

http://www.ccf.state.ny.us/initiatives/ECACRelate/ECACResources/Vision_Mission_Principles_final.pdf

^{iv} National Child Care Information and Technical Assistance Center, QRIS and the Impact on Quality, accessed at:

<http://nccic.acf.hhs.gov/poptopics/qrs-impactqualitycc.html>, October, 2011.

^v See generally, Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From Neurons to Neighborhoods. The science of early child development*. Washington, D.C.: National Academy of Sciences.

^{vi} <http://strivenetwork.org/strive-network>

^{vii} Most researchers and the U.S. Secretary of Education agree that the current system has far too many punishments and too few rewards to generate broad based success.

^{viii} CREDO, Multiple Choice: Charter School Performance in Sixteen States, Stanford University Hoover Inst., 2009; Myron Orfield, *Failed Promises Assessing Charter Schools in the Twin Cities*, University of Minnesota Inst. on Race and Poverty, Nov. 2008.

^{ix} McNeil, Linda and Valenzuela, Angela, “The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric”, in *Raising Standards or Raising Barriers?* Edited by Gary Orfield and Mindy L. Kornhaber, 127-151.

^x National Research Council. (2011). *Incentives and Test-Based Accountability in Public Education*. Committee on Incentives and Test-Based Accountability in Public Education, Michael Hout and Stuart W. Elliott, *Editors*. Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Executive Summary available at: https://download.nap.edu/catalog.php?record_id=12521.

^{xi} National Research Council. (2011). *Incentives and Test-Based Accountability in Public Education*. Committee on Incentives and Test-Based Accountability in Public Education, Michael Hout and Stuart W. Elliott, *Editors*. Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Executive Summary available at: https://download.nap.edu/catalog.php?record_id=12521.

^{xii} GAO (General Accounting Office) (2006). No Child Left Behind Act. Assistance from Education Could Help States Better

Measure Progress of Students with Limited English Proficiency. Washington DC, page 4.!

^{xiii} R. Balfanz (2009) “Can the American High School Become an Avenue of Advancement for All?” in C.E. Rouse & J. Kemple, eds. *America’s High Schools, Future of Children* 19(1) 17-37. R. Balfanz, C. Alemedia, A. Steinberg, J. Santos, & J.H. Fox . *Graduating America: Meeting the Challenge of Low Graduation Rate High Schools* (Everyone Graduates Center and Jobs for the Future, 2009).

^{xiv} See also, Balfanz, Robert and Joanna Hornig Fox. *On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build A Grad Nation*, The Everyone Graduates Center at Johns Hopkins University, November 2011.

^{xv} Data Quality Campaign, Data for Action, 2010 Most states are ready to use something called a “unique student identifier system” that will enable teachers to track a range of outcomes for every student for their entire academic career. <http://www.dataqualitycampaign.org/stateanalysis/about/>

^{xvi} A coalition of leading civil rights groups calling for rewards and incentives also suggested that only high poverty schools should receive financial “rewards” for closing achievement gaps or making significant gains. The coalition also warned that rewards for closing achievement gaps and making significant gains should never include “flexibility” in terms of waivers of federal fiscal requirements, standards, or civil rights laws. The Civil Rights Coalition provided the following list of areas for rewards and incentives: have demonstrated the greatest success in increasing student achievement, closing achievement or graduation gaps (including between subgroups), and reducing barriers to learning, such as a reduction of bullying and harassment incidents. The Civil Rights Coalition also suggested that rewards could also be given on the basis of the following:

- 1) making significant efforts to de-concentrate poverty, reduce racial or ethnic isolation, or open intra- or inter-district transfer paths to higher performing, lower poverty, racially diverse schools;
- 2) significant increases in high school graduation and college attendance,
- 3) meaningful progress in developing best practices to assess and achieve learning gains for ELLs and students with disabilities;
- 4) meaningful progress in the equitable distribution of effective teachers to high needs/high poverty schools;
- 5) lowered rates of suspension, expulsion, or assignment to disciplinary alternative schools;
- 6) partnerships with health and wellness providers to reduce out-of-

school time caused by treatable illnesses and health concerns;
 7) increased positive school climates through the elimination of corporal punishment and other harsh and counter-productive methods of discipline;
 8) improved retention and graduation rates for pregnant and parenting students; or
 9) the development of robust parent and community partnerships that support student achievement.

^{xvii} Henderson, A., and K. Mapp. *A New Wave of Evidence: the Impact of School, Family and Community Connections on Student Achievement*. Texas: Southwest Educational Development Laboratory, 2002. See also, Dearing, E., H. Kreider, S. Simpkins, and H. Weiss. "Family Involvement in School and Low-Income Children's Literacy Performance: Longitudinal Associations between and within Families." *Journal of Educational Psychology*, 98 no. 4 (2007), 653-664; Ferguson, C., M. Ramos, Z. Rudo, and L. Wood. *The School Family Connection: Looking at the Larger Picture: A Review of Current Literature*. (Texas: National Center for Family and Community Connections with Schools, SEDL, 2008), 2.

^{xviii} For additional recommendations see, Margaret Caspe, M. Elena Lopez, Ashley Chu and Heather B. Wise, *Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement*, National PTA, Issue Brief (May 2011).

^{xix} See, e.g., <http://www.childwelfare.gov/pubs/soc/>.

^{xx} D.R. Johnson, M.L. Thurlow, & K.E. Stout (2007). "Revisiting Graduation Requirements and Diploma Options for Youth with Disabilities: A National Study." Available at <http://cehd.umn.edu/NCEO/OnlinePubs/Tech49/TechReport49.pdf>

^{xxi} See e.g. Christopher B. Swanson, "Crisis in Cities: Closing the Graduation Gap," at 1 EPI (April, 2009). Available at www.edweek.org/media/cities_in_crisis2009.pdf.

^{xxii} See Id. at p. 14 Table 4.2 "Graduation Rates for the Principal School Districts Serving the Nations's 50 Largest Cities" 2009.

^{xxiii} Losen, Dan presentation to National Research Council...also list book as reference).

^{xxiv} Losen and Balfanz, *Corrected Texas*, 2006. Available on line at....

^{xxv} Not until the recent regulations has there been a requirement of uniform graduation rate reporting using a reliable method for calculating the rates. For a history of the problems of reporting accurate rates see P. Kaufman, "The National Dropout Data Collection System: History and the Search for Consistency," in *Dropouts in America: Confronting the Graduation Rate Crisis*, Gary Orfield, ed. (Harvard Education Press, 2004).

^{xxvi} A report by the Data Quality Campaign suggests that, despite surveys demonstrating commitment by most states to track longitudinal outcomes using unique student identifiers, states are just beginning to implement these goals. "Only ten states are sharing individual progress reports with educators, and fewer than half of states provide reports to stakeholders using aggregate-level statistics." See Data Quality Campaign, *Inaugural Overview of States' Actions to Leverage Data to Improve Student Success* (2010)

available at <http://www.dataqualitycampaign.org/resources/846>.

^{xxvii} D. Losen, R. Balfanz, & G. Orfield (2006) "Confronting the Graduation Rate Crisis in Texas". Available at www.civilrightsproject.ucla.edu/research/dropouts/texas_10-17-06.pdf

^{xxviii} Research on SWPBS in elementary schools in Hawaii and Illinois indicated improvements in the proportion of third graders meeting or exceeding state reading assessments. Horner, R.H., et al. (2009). A Randomized Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, Vol. 11 at p. 133.

Similarly, another randomized control trial found that implementation of PBS in elementary schools was related to (a) reduction in office disciplinary referrals, (b) reduction in suspensions, and (c) improved fifth grade academic performance: Bradshaw, et al. (2009, April). *Examining the Effects of School-Wide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial in Elementary Schools*. Further, a study of 28 K-12 schools and early childhood programs indicated that implementation of PBS resulted in a reduction of 6,010 office discipline referrals and 1,032 suspensions, with middle and high schools experiencing the most benefit. These reductions helped recover 864 days of teaching, 1,701 days of learning, and 571 days of leadership.

Implementation was associated with academic gains in math for the vast majority of schools who implemented with fidelity. Muscott, H.S. et al. (2008). *Positive Behavioral Interventions and Supports in New Hampshire: Effects of Large-Scale Implementation of Schoolwide Positive Behavior Support on Student Discipline and Academic Achievement*. Vol. 10 at 190; See also, Osher D., Bear G.G., Sprague, J.R. & Doyle W. (2010). How Can We Improve School Discipline? *Educational Researcher*, Vol 39, (1). 48-58. Retrieved December 10, 2010 from <http://er.aera.net>; Sugai, G. & Horner, R., (2002). The Evolution of Discipline Practices: School-Wide Positive Behavior Supports. *Child and Family Behavior Therapy*, 24(1/2), 23-50; Jared S. Warren et al. (2006). Schoolwide Application of Positive Behavior Support in an Urban High School. 8 *JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS*. 131-145; Lassenet, S.R. et al. (2006). The Relationship of School-Wide Positive Behavior Support to Academic Achievement in an Urban Middle School, 43 *PSYCHOLOGY IN THE SCHOOLS*. 701-712; Carol W. Metzler et al. (2001). Evaluation of a Comprehensive Behavior Management Program to Improve School-Wide Positive Behavior Support, 24 *EDUCATION AND TREATMENT OF CHILDREN*. 448-479.

^{xxix} See, Green, E. (2010, March 7). Can Good Teaching Be Learned? *New York Times Magazine*. pp 30-46.

^{xxx} Editorial Projects in Education, "Diplomas Count 2007: Ready for What? Preparing Students for College, Careers, and Life After High School," special issue, *Education Week* 26, no. 40 (2007).

^{xxxi} 20 U.S.C. § 1418 (a).

^{xxxii} Jonathan Guryan, "Desegregation and Black Dropout Rates," *American Economic Review* 94(4) (September 2004): 919-943; L. S. Rubinowitz & J. Rosenbaum, *Crossing the Class and Color Lines: From Public Housing to White Suburbia* (Chicago, IL: University of Chicago Press, 2000); J. Rosenbaum, S. DeLuca, & T. Tuck, "New Capabilities in New Places: Low Income Black Families in Suburbia," in X. Briggs (ed.) *The Geography of Opportunity: Race and Housing Choice in Metropolitan America* (Washington D.C.: Brookings Institution, 2005).

^{xxxiii} A. Orley, W. Collins, & A. Yoon, "Evaluating the Role of *Brown vs. Board of Education* in School Equalization, Desegregation, and the Income of African Americans." Working paper, National Bureau of Economic Research, Cambridge, Mass., 2005; J. Kaufman & J. Rosenbaum, "The Education and Employment of Low-Income Black Youth in White Suburbs," *Education Evaluation and Policy Analysis* 14 (1992): 229-40; A.S. Wells & R.L. Crain, "Perpetuation Theory and the Long-Term Effects of School Desegregation," *Review of Educational Research* 64, no. 4 (1994): 531-55; D. Pearce, *Breaking Down Barriers: New Evidence on the Impact of Metropolitan School Desegregation on Housing Patterns, Final Report* (Washington, D.C.: Catholic Univ. of America, 1980); M. Orfield & T. Luce, *Minority Suburbanization and Racial Change: Stable Integration, Neighborhood Transition, and the Need for Regional Approaches* (Minneapolis: Institute on Race & Poverty, 2006).

^{xxxiv} Opinion of J. Kennedy in *Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1*, 551 U.S. 701 (U.S. 2007): p. 101.

^{xxxv} See generally R. L. Linn & K. G. Welner, (eds.) *Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases* (Washington, DC: National Academy of Education, 2007); G. Orfield, E. Frankenberg, & L.M. Garces, "Statement of American Social Scientists of Research on School Desegregation to the U.S. Supreme Court" in *Parents Involved v. Seattle School District and Meredith v. Jefferson County, Urban Review* 40 (2008): 96-136; Patricia Gurin, et al., "Diversity and Higher Education: Theory and Impact on Educational Outcomes," *Harvard Educational Review* 72, no. 3 (2002): 330-66.

^{xxxvi} Sec 1116(b)(11). Similarly states may authorize inter-district transfers pursuant to 1116(c)(10)(C)(vii).

^{xxxvii} Engle, J. (2007). *Postsecondary Access and Success for First-Generation College Students*. American Academic, 3(1), 25-48. Retrieved from http://67.199.26.188/pubs-reports/american_academic/issues/january07/Engle.pdf

^{xxxviii} Degrees and Credentials Awarded, CPE Comprehensive Database (2002 - 2006); *State Per Capita Income*, U.S. Bureau of Economic Analysis (2000 - 2006).

^{xxxix} <https://www.foundationregistry3.org/>