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**Studies in the News:
Education Supplement**

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Introduction to Studies in the News

Studies in the News is a current compilation of items significant to the Legislature and Governor's Office. It is created weekly by the California State Library's [California Research Bureau](#) to supplement the public policy debate in California. To help share the latest information with state policymakers, these reading lists are

now being made accessible through the California State Library's website. This week's list of current articles in various public policy areas is presented below. Prior lists can be viewed from the California State Library's Web site at www.library.ca.gov/sitn

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

The following studies are currently on hand:

EDUCATION

ACADEMIC ACHIEVEMENT

The Economic Impact of the Achievement Gap in America's Schools. By McKinsey & Company, Social Sector Office. (McKinsey, New York, New York) April 2009. 24 p.

Full text at: <http://www.mckinsey.com/clientservice/socialsector/achievementgap.asp>

["The full range of the achievement gap's character and consequences has been poorly understood. This report examines the dimensions of four distinct gaps in education: (1) between the United States and other nations, (2) between black and Latino students, and white students, (3) between students of different income levels, and (4) between similar students schooled in different systems or regions. The report finds that the underutilization of human potential as reflected in the achievement gap is extremely costly. Existing gaps impose the economic equivalent of a permanent national recession -- one substantially larger than the deep recession the country is currently experiencing. For individuals, avoidable shortfalls in academic achievement impose heavy and often tragic consequences via lower earnings, poor health, and higher rates of incarceration."]

[Request #S09-16-3690]

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ACADEMIC PERFORMANCE

To Fix Education, School Hours and Money Need to Be Better Spent. By Frederick M. Hess, American Enterprise Institute. (The Institute, Washington, DC) May 2009. 2 p.

Full text at: <http://www.aei.org/docLib/OTI%2009%20Hess-g.pdf>

["The recent push among policymakers and activists for a longer school day is just the latest manifestation of the 'more is better' approach to school reform. But more time in school is not necessarily proven to generate better results. Successful schools with longer days have other characteristics that count toward success but that are not as hard to replicate. Moreover, without curricular or instructional reform, failing schools with longer school days will simply fail their students for several more hours per week.... Adopting longer school days nationwide could cost as much as \$70 billion per year -- enough to double the pay of the best third of teachers. Schools would be wiser to make use of the time they already have, much of it currently wasted on noninstructional activities."]

[Request #S09-16-3728]

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A Detailed Picture of Intergenerational Transmission of Human Capital. By Austin Nichols and Melissa Favreault, Urban Institute. (The Institute, Washington, DC) May 2009. 30 p.

Full text at:

http://www.urban.org/UploadedPDF/411889_intergenerational_transmission.pdf

["Using data from the Health and Retirement Study, we consider how parental education relates to four outcomes in the children's generation: education, lifetime earnings, health, and wealth. By focusing on parents' and children's ranks, we characterize relative mobility in terms of distributions of outcomes and can see patterns that even a relatively disaggregated analysis, like a quintile-based transition matrix, can obscure. Our results show relatively high intergenerational mobility except at extremes, where very low-ranked parents are much more likely to have very low-ranked children and very high-ranked parents are much more likely to have very high-ranked children."]

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CHARTER SCHOOLS

2009 Charter Schools Indicators. By The Center on Educational Governance, University of Southern California. (The Center, Los Angeles, California) May 2009. 60 p.

Full text at:

http://www.usc.edu/dept/education/cegov/focus/charter_schools/pdf/CSI_09_FINAL.pdf

["Lax financial reporting makes it difficult to assess the fiscal health of California charter schools, although the limited information available suggests that many are making efficient use of their public funds. In its annual report on the health of the state's charter schools, the center also found that charters continue to outperform traditional public schools in English instruction but, paradoxically, do a worse job of lifting nonnative English speakers to fluency. And their overall math performance has slipped, lagging behind traditional public schools.... The report also found that the Academic Performance Index scores of charter schools overall were fairly similar to those of traditional public schools." Los Angeles Times (May 20, 2009) 1.]

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Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition. By Ron Zimmer and others, RAND Corporation. (The Corporation, Santa Monica, California) March 2009. 162 p.

Full text at: <http://www.mathematica-mpr.com/publications/pdfs/education/charterschools8states.pdf>

["A new study of hundreds of charter schools in eight states contains both good news and bad news for supporters of the nation's roughly 4,600 public charter schools. Charter schools are not more racially segregated on average than nearby public schools in their communities. They don't appear to be skimming the best students from local public systems.... But the researchers still found it difficult to determine whether charter school students on the whole were learning more, as measured by their test scores, than they would have in their regular public schools. That's because most of the elementary schools lacked any base-line data for the kindergarten students they enrolled. When researchers looked at charter secondary schools, they found few differences in learning gains between students in charters and regular public schools." Education Week (March 18, 2009) 1.]

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COMMUNITY COLLEGES

Transforming America's Community Colleges: A Federal Policy Proposal to Expand Opportunity and Promote Economic Prosperity. By Sara Goldrick-Rab, University of Wisconsin–Madison, and others. (The Brookings Institution, Washington, DC) May 2009. 37 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/reports/2009/0507_community_college_goldrick_rab/0507_community_college_full_report.pdf

["To renew America's status as the world's leader in college attainment, the federal government needs to transform America's community colleges and equip them for the 21st century. This long-overdue investment should establish national goals and a related performance measurement system; provide resources to drive college performance toward those goals; stimulate greater innovation in community college policies and practices to enhance the quality of subbaccalaureate education; and support data systems to track student and institutional progress and performance.... Only the federal government has the capacity to raise expectations for community college performance and support the necessary investments to achieve those goals at a scale commensurate with the growing demands facing over 1,000 community colleges nationwide."]

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EARLY CHILDHOOD EDUCATION

A Stimulus for Second-Generation QRIS. By Christina Satkowski, New America Foundation. (The Foundation, Washington, DC) April 2009. 6 p.

Full text at: <http://www.newamerica.net/files/042609qris.pdf>

["Child care advocates in several states have urged policymakers to use some of the stimulus funds to launch or expand a statewide Quality Rating and Improvement System (QRIS) for providers of early childhood education and care. QRIS is a market-based approach to improving quality in early childhood care and education. It often uses a simple three- or four-star rating to summarize information on quality in multiple domains, such as child/staff ratios and teacher credentials, and presents it in formats, such as interactive Web sites, that parents (the consumers) can easily access and understand.... Seventeen states and the District of Columbia already operate QRIS, and 28 other states report that they are exploring or preparing to launch QRIS."]

[Request #S09-16-3662]

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EDUCATION POLICY

Compendium of Key Studies of the No Child Left Behind Act. By Nancy Kober and others, Center on Education Policy. (The Center, Washington, DC) 2009. Various pagings.

Full text at: <http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=558&parentID=481>

["As part of a larger project to rethink the federal role in elementary and secondary education, CEP has prepared this compendium, which summarizes the findings of major studies of the implementation and effects of NCLB conducted by various organizations and agencies. The summaries are very brief -- most of them one page per study -- and have been categorized by topic. Both this compendium and CEP's broader federal role project are intended to help policymakers make decisions informed by evidence from research. Because the summaries are very condensed, we see this compendium as a starting point to familiarize policymakers and other with the range of research available on NCLB. We encourage readers to use the Web links at the bottom of each summary to explore the full reports in more detail."]

[Request #S09-16-3741]

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EDUCATIONAL REFORM

Education of Foster Youth in California. By Stefanie Fricano, California Legislative Analyst's Office. (The Office, Sacramento, California) May 2009. 30 p.

Full text at: http://www.lao.ca.gov/2009/edu/foster_children/foster_ed_052809.pdf

["Seventy-five percent of California foster youth perform below grade level standards, and by third grade 83 percent of foster youth have had to repeat a grade. We believe the state and local programs must reprioritize the way existing funds are spent in order to improve educational opportunities for foster youth. We recommend changing guidelines to provide certain services to all current and recent foster youth, expanding programs to include academic counseling and completion of education passports, and consolidating programs at County Offices of Educations. We also suggest convening a workgroup to address the transportation needs of K-12 and postsecondary foster youth."]

[Request #S09-16-3726]

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Weighted Student Formula Yearbook 2009. By Lisa Snell, Reason Foundation. (The Foundation, Los Angeles, California) April 2009. 154 p.

Full text at: <http://reason.org/news/show/1007452.html>

["Much of our education funding is wasted on bureaucracy. The money never actually makes it into the classroom in the form of books, computers, supplies, or even salaries for better teachers. Weighted student formula changes that. Using weighted student formula's decentralized system, education funds are attached to each student and the students can take that money directly to the public school of their choice. At least 15 major school districts have moved to this system of backpack funding. This Yearbook examines how the budgeting system is being implemented in each of these places and, based on the real-world data, creates a series of 'best practices' that other districts and states can follow to improve the quality of their schools."]

[Request #S09-16-3671]

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EDUCATIONAL STATISTICS

The Condition of Education 2009. By Michael Planty, National Center for Education Statistics, and others. (The Center, Washington, DC) June 2009.

["To ensure reliable, accurate, and timely data, which are necessary to monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics produce an annual report. This year's report presents 46 indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance and other measures of achievement, the environment for learning, and resources for education. This statement summarizes the main findings of the indicators, which are divided into the five sections: Participation in Education, Learner Outcomes, Student Effort and Educational Progress, Contexts of Elementary and Secondary Education, and Contexts of Postsecondary Education."]

[Request #S09-16-3740]

Report. 359 p.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009081>

Brief. 41 p.

<http://nces.ed.gov/pubs2009/2009082.pdf>

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HIGHER EDUCATION

Promoting Economic Mobility by Increasing Postsecondary Education. By Ron Haskins, The Brookings Institution, and others. (The Economic Mobility Project, Washington, DC) May 2009. 66 p.

Full text at:

http://www.economicmobility.org/assets/pdfs/PEW_EMP_POSTSECONDARY_ED.pdf

["Despite the evidence that poor and low-income children benefit enormously when they attain a college education, they are nonetheless less likely to enroll in either two- or four-year colleges, and less likely to complete a degree once they have enrolled. Although the difference in degree completion can be attributed, in part, to lower levels of academic preparation, even those poor and low-income children with the same level of preparation are significantly less likely to attend and complete college than are their higher-income peers. A body of evidence suggests this is partly because the costs of college attendance put greater pressure on the limited resources of poor families, and partly because these students lack information about colleges and student aid as well as social and scholarly supports while attending college."]

[Request #S09-16-3727]

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LIBRARIES

The State of America's Libraries: 2009. By the American Library Association. (The Association, Chicago, Illinois) April 2009. 40 p.

Full text at:

http://www.ala.org/ala/newspresscenter/mediapresscenter/presskits/2009stateofamericaslibraries/State%20draft_04.10.09.pdf

["The value of libraries in communities across the country continued to grow in 2008 -- and accelerated dramatically as the national economy sank and people looked for cost effective resources in a time of crisis.... However, public funding did not keep pace with use, according to a survey conducted by the ALA. Forty-one percent of states report declining state funding for U.S. public libraries for fiscal year 2009. Twenty percent of these states anticipate an additional reduction in the current fiscal year.... Even as funding began to falter, the report shows that libraries continued to serve as an excellent community resource offering users a goldmine of information, resources and support for those affected by the recession." ALA Press Release (April 13, 2009) 1.]

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MATHEMATICS & SCIENCE TEACHING

Creating a Well-Prepared Science, Technology, Engineering and Mathematics (STEM) Workforce: How Do We Get from Here to There? By Bruce Alberts, University of California, San Francisco, and others. (California Council on Science and Technology, Sacramento, California) April 2009. 40 p.

Full text at: <http://www.ccest.us/publications/2009/2009CaTAC.php>

["The STEM workforce is one on which the state -- and the nation -- will depend for innovation and economic prosperity. Unfortunately, decades of warnings about the erosion of quality science and math education have gone unheeded, both nationally and in California.... Despite projected growth in science and technology occupations, the supply of graduates in these fields is shrinking. California and the United States need a competent, creative science and technology workforce to stay competitive and advance innovation, but both the state and the nation remain far from being able to produce this type of skilled workforce.... Based on state tests, overall student achievement in science and math has been on the rise, yet California lags behind national averages in both science and math tests administered to 4th and 8th grade students."]

[Request #S09-16-3733]

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SCHOOL DROPOUTS

How California's Dropout Crisis Affects Communities. By Russell W. Rumberger and Susan Rotermund, California Dropout Research Project, University of California, Santa Barbara. (The Project, Santa Barbara, California) April 2009. Various pagings.

Full text at: http://lmri.ucsb.edu/dropouts/pubs_cityprofiles.htm

["California's dropout crisis affects every community in the state. When students drop out of school, they drop into the community where they live. Compared to high school graduates, research documents that dropouts have: higher rates of unemployment; lower earnings; poorer health and higher rates of mortality; higher rates of criminal behavior and incarceration; and increased dependence on public assistance. These generate substantial economic losses to the nation, to the state, and to local communities. These profiles document the magnitude of the dropout problem in local communities throughout California and the economic losses that they generate. They also estimate the economic benefits to reducing dropouts and the reductions in violent crimes that will likely result."]

[Request #S09-16-3607]

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SCHOOL GOVERNANCE

Strengthening California's System for Preparing and Supporting Principals: Lessons from Exemplary Programs. By the Center for the Future of Teaching and Learning. (The Center, Santa Cruz, California) April 2009. 20 p.

Full text at: http://www.cftl.org/documents/2009/Strengthening_Cal_System.pdf

["Current data shows that school leadership is a key factor in the recruitment and retention of teachers, and effective school leaders can be instrumental in creating a culture of learning within schools and supporting improvements in student learning and achievement. This research brief describes the major challenges facing the education leadership workforce, reviews existing data about California principals, provides an overview of the state's current principal efforts and draws upon what is known about promising programs in other states that can inform improvement of California's education leadership system. Despite increasing demands for performance, principals in California generally have not received the support, preparation, mentoring or professional development needed."]

[Request #S09-16-3734]

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SCHOOL STANDARDS

School Accountability Report Card (SARC): 2009 Investigative Report. By Public Advocates Inc. and Allen Matkins Leck Gamble Mallory & Natsis LLP. (Public Advocates, San Francisco, California) April 15, 2009. 20 p.

Full text at:

http://www.publicadvocates.org/ourwork/education/documents/SARC/2009_SARC_Report_041509.pdf

["The report reveals that the overwhelming majority of school district in California are abiding by their obligation to disclose key information on school performance and conditions to the public, maintaining -- and at times improving -- compliance rates compared to prior years. The statewide investigation revealed that school officials are generally making the SARC available to parents on a timely basis and are disclosing legally-required data on school finance, teacher quality, textbooks and facility conditions in their reports.... In 2005, half of the school districts were found to have issued their SARCs late, and even more failed to report information on critical school conditions. In contrast, this year 87 percent of the schools reviewed published their SARCs on schedule despite a new law requiring that report cards be issued four months earlier than previously required. The most notable gain in compliance this year came in the area of publishing the SARC in multiple languages."]

[Request #S09-16-3609]

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SECONDARY EDUCATION

A New Goal for America's High Schools: College Preparation for All. By Ron Haskins, The Future of Children, and James Kemple, New York University. (The Future of Children, Princeton, New Jersey) Spring 2009. 8 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/papers/2009/spring_high_schools_haskins/spring_high_schools_haskins.pdf

["Disadvantaged young people in the United States have experienced declining economic opportunity in recent decades. Experts agree that the best way for disadvantaged youth to boost their income is by achieving a degree from a two-year or four-year college. Here we outline the steps high schools should take to help low-income students prepare for and succeed in college. Specifically, high schools should boost students' subject matter knowledge and study skills and counsel students on how to select colleges and obtain financial aid. To increase schools' accountability, school districts should build data tracking systems capable of following students from kindergarten through postsecondary education."]

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"The Impact of Early Behavior Disturbances on Academic Achievement in High School." By Joshua Breslau and others. IN: Pediatrics, vol. 123, no. 6 (June 2009) pp. 1472-1476.

Full text at: <http://pediatrics.aappublications.org/cgi/content/abstract/123/6/1472>

["Six-year-olds who don't pay attention well in class apparently struggle throughout their school years, and reach age 17 with lower math and reading scores than their peers. The study dovetails with earlier findings that show attention problems can hinder a child's performance throughout grade school. Still, 'I was very surprised by the consistency of our finding with the pattern found at earlier ages,' said Joshua Breslau. 'I really thought that things would get shaken up during adolescence,' he said. The study suggests that parents should get involved early to turn things around." Sacramento Bee (May 26, 2009) 1.]

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TEACHERS

State Partnerships for Quality Teacher Preparation. By Bruce Vandal and Barbara Thompson, Education Commission of the States. (The Commission, Denver, Colorado) May 2009. 18 p.

Full text at: <http://www.ecs.org/clearinghouse/80/55/8055.pdf>

["There are increasing concerns that the disconnect between teacher preparation programs and K-12 schools has resulted in teacher education graduates who are not optimally prepared to teach today's diverse population of students the new, more rigorous state proficiency standards. In an effort to more effectively integrate teacher preparation with the increasingly complex realities of today's classrooms, some states are exploring how the creation of partnerships between K-12 and postsecondary education institutions can create greater responsiveness to K-12 workforce needs.... States should examine current accountability systems to ensure standards and assessments facilitate these partnerships, rather than isolate teacher education programs from the rest of the education system."]

[Request #S09-16-3738]

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Alternative Teacher Compensation: A Primer. By Julia E. Koppich, J. Koppich & Associates, and Jessica Rigby, University of California, Berkeley. (Policy Analysis for California Education, Berkeley, California) March 2009. 24 p.

Full text at: <http://gse.berkeley.edu/research/pace/reports/WP.09-2.pdf>

["This policy primer is designed to provide baseline information about new forms of teacher pay that are emerging around the country, to support the local conversations and negotiations that will lead to the development of innovative compensation systems. It identifies reasons why teacher compensation is high on local, state, and federal policy agendas, describes some of the new pay programs that have been implemented, and offers an initial analysis of what we are learning from these various and diverse pay experiments"]

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Who Leaves? Teacher Attrition and Student Achievement. By Donald Boyd, University at Albany, and others. (The Urban Institute, Washington, DC) March 2009. 38 p.

Full text at: http://www.urban.org/UploadedPDF/1001270_teacher_attrition.pdf

["Teacher attrition has attracted considerable attention as federal, state and local policies, intended to improve student outcomes, increasingly focus on recruiting and retaining more qualified and effective teachers. But policy makers are often frustrated by the seemingly high rates of attrition among teachers earlier on in their careers. This paper analyzes attrition patterns among teachers in New York City elementary and middle schools and explores whether teachers who transfer among schools, or leave teaching entirely, are more or less effective than those who remain. Findings show first-year teachers who are less effective in improving student math scores have higher attrition rates than do more effective teachers. This raises important questions about current retention and transfer policies."]

[Request #S09-16-3730]

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The Development of a Teacher Salary Parcel Tax: The Quality Teacher and Education Act in San Francisco. By Heather Hough, Stanford University. (Policy Analysis for California Education, Berkeley, California) April 2009. 26 p.

Full text at: <http://gse.berkeley.edu/research/pace/reports/WP.09-3.pdf>

["In June 2008 San Francisco voters approved Proposition A, a parcel tax initiative dedicated to improving teachers' salaries in the San Francisco Unified School District. Proposition A also provided funding for a number of innovative teacher compensation programs, including extra pay for teachers in difficult-to-staff schools and difficult-to-fill subject areas. This policy report presents a comprehensive review of Proposition A, including the process of consultation, negotiation and compromise that led to its approval and an assessment of the programs that will be funded with parcel tax revenues. The report is based on interviews with key participants in the development and passage of Proposition A, along with a review of public documents."]

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Learning Teams: Creating What's Next. By Thomas G. Carroll and Elizabeth Foster, National Commission on Teaching and America's Future. AND: The Aging Teaching Workforce: A Snapshot: Age Distribution of Public School Teachers, By State, 2003-2004. By Richard Ingersoll, National Commission on Teaching and America's Future. (The Commission, Washington, DC) April 2009.

["More than half the nation's teachers are Baby Boomers ages 50 and older and eligible for retirement over the next decade, a report says. It warns that a retirement 'tsunami' could rob schools of valuable experience. The report calls for school administrators to take immediate action to lower attrition rates and establish programs that pass along valuable information from teaching veterans to new teachers.... Exacerbating the problem are low retention rates for young teachers: A sufficient number of teachers are recruited at colleges and universities, but many leave the field within five years, Carroll says. 'We're trying to fill a bucket with a hole in the bottom, and we have been for decades,' he says." USA Today (April 7, 2009) 1.]

[Request #S09-16-3572]

Learning Teams. 20 p.

http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/NCTAFLearningTeams408REG2-09.pdf

Aging Teacher Workforce. 55 p.

http://www.nctaf.org/documents/NCTAFAgeDistribution408REG_000.pdf

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The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. By Daniel Weisberg and others, The New Teacher Project. (The Project, Brooklyn, New York) June 2009.

["Few parents, principals, or even teachers themselves agree that all teachers are equally effective at helping children learn. Yet formal teacher evaluations tell a different story, one that looks a bit like something out of Lake Wobegon. In many school districts, nearly all tenured teachers are deemed above average. Although the survey results don't make up a representative national sampling of districts, they do suggest that norms of egalitarianism remain powerful in the teaching profession -- sometimes to the detriment of students. The problem goes beyond teacher-evaluation and -disciplinary procedures into other policy areas. Because distinctions in effectiveness aren't formally documented, districts are missing out on opportunities to link the evaluation systems to professional-development tools, to

decisions for granting tenure to novices, and to bonuses or career-ladder initiatives."
Education Week (June 1, 2009) 1.]
[Request #S09-16-3737]

Report. 48 p.

<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

Executive Summary. 10 p.

http://widgeteffect.org/downloads/TheWidgetEffect_execsummary.pdf

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