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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](http://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](mailto: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

**Achievement Trade-Offs and No Child Left Behind. By Dale Ballou and Matthew G. Springer, Peabody College of Vanderbilt University. (The Urban Institute, Washington, DC) August 2009. 53 p.**

Full text at: [http://www.urban.org/UploadedPDF/1001309\\_achievement\\_tradeoffs.pdf](http://www.urban.org/UploadedPDF/1001309_achievement_tradeoffs.pdf)

["Under the No Child Left Behind Act, states have been required to set minimum proficiency standards that virtually all students must meet by 2014. This paper addresses the following research questions: (1) Has NCLB increased achievement among lower-performing students?; and (2) Have these gains come at the expense of students who are already proficient or far below the proficiency target?... The authors find consistent evidence of an achievement trade-off in the hypothesized direction, though the effects on any given student are not large. They find mixed evidence that students far below the proficient level have been harmed by NCLB; in fact at higher grade levels they appear to have benefitted. Effects of NCLB on efficiency, while positive, appear to be modest."]

[Request #S09-33-4181]

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**Student Achievement: Schools Use Multiple Strategies to Help Students Meet Academic Standards, Especially Schools with Higher Proportions of Low-Income and Minority Students. By the U.S. Government Accountability Office. GAO-09-18. (The Office, Washington, DC) November 2009. 42 p.**

Full text at: <http://www.gao.gov/new.items/d1018.pdf>

["Nationwide, most principals focused on multiple strategies to help students meet academic standards, such as using student data to inform instruction and increasing professional development for teachers.... Research shows that standards-based accountability systems can influence instructional practices in both positive and negative ways.... Many experts stated that methodological issues constrain knowing more definitively the specific instructional practices that improve student learning and achievement. Nevertheless, some studies and experts pointed to instructional practices that are considered to be effective in raising student achievement, such as differentiated instruction. Professional development for teachers was also highlighted as important for giving teachers the skills and knowledge necessary to implement effective teaching practices."]

[Request #S09-33-4374]

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**The Nation's Report Card: Mathematics 2009. By the National Center for Education Statistics, U.S. Department of Education. (The Center, Washington, DC) October 2009. 68 p.**

Full text at: <http://nces.ed.gov/nationsreportcard/pdf/main2009/2010451.pdf>

["If not for two southern states, California students would be at the bottom of the national heap in mathematics. The abysmal standing, which reflects in part the state's diverse population, hasn't changed much over the years. California consistently has ranked among the lowest-scoring states in the biennial National Assessment of Educational Progress, a federally mandated assessment of a sampling of fourth- and eighth-graders across the country. On the plus side, state students have made steady progress over the years, generally keeping pace with their national counterparts -- albeit from the back of the pack.... Eighth-graders outscored only Mississippi and the District of Columbia, and tied four states. Overall, California students performed at or below the national average regardless of income or ethnicity." San Francisco Chronicle (October 15, 2009) 1.]

[Request #S09-33-4295]

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**Mapping State Proficiency Standards Onto NAEP Scales: 2005-2007. By Victor  
Bandeira de Mello, American Institutes for Research, and others. (National  
Center for Education Statistics, U.S. Department of Education, Washington,  
DC) October 2009. 90 p.**

Full text at: <http://nces.ed.gov/nationsreportcard/pdf/studies/2010456.pdf>

["California's testing standards for public school students in reading and math are tougher than in most states. The report compared the rigor of different states' standards from 2007 on their own tests, the California Standards Tests here, and also to state performance on National Assessment of Education Progress, or the Nation's Report Card exams. California ranked sixth for toughest standards for eighth-grade reading, and 11th for fourth-grade reading. In math, the state ranked 19th for toughest standards for fourth-graders..... Earlier this month, NAEP released state scores for 2009 in reading and math. Those results showed that about 30 percent of fourth-graders and 23 percent of eight-graders in California tested proficient in the math tests, ranking the state near the bottom nationally." Orange County Register (October 30, 2009) 1.]  
[Request #S09-33-4308]

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**Ending Social Promotion Without Leaving Children Behind: The Case of New  
York City. By Jennifer Sloan McCombs and others, editors, RAND Corporation.  
(RAND, Santa Monica, California) October 2009. 309 p.**

Full text at: <http://www.rand.org/pubs/monographs/MG894/index.html>

["The New York City Department of Education which oversees the largest public school system in the country, implemented a new test-based promotion policy for 3rd-grade students and later extended it to 5th, 7th, and 8th graders. The policy emphasized early identification of children at risk of being retained in grade and provision of instructional support services to these students. The findings of a study of the policy, conducted between March 2006 and August 2009, provide a comprehensive picture of how the policy was implemented and factors affecting implementation; the impact of the policy on student academic and socioemotional outcomes; and the links between the policy's implementation and the outcomes of at-risk students."]  
[Request #S09-33-4331]

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**The Promise of Proficiency: How College Proficiency Information Can Help High Schools Drive Student Success. By J.B. Schramm and E. Kinney Zalesne, College Summit. (Center for American Progress, Washington, DC) December 2009. 32 p.**

Full text at:

[http://www.americanprogress.org/issues/2009/12/promise\\_of\\_proficiency.html](http://www.americanprogress.org/issues/2009/12/promise_of_proficiency.html)

["Whereas the goal of high school used to be graduation, now it strives to launch students to college and career success. Unfortunately, high schools' tools have not caught up with their mission. While schools have spent decades learning to measure and manage toward graduation, they now need the data and measurement tools that will demonstrate their college proficiency rate -- or how well their students are doing the year after high school. Without this information they must rely on anecdotes at best and guesswork at worst.... This paper is about helping every high school in America learn in a systematic, methodical way how its graduates are doing, whether in four-year colleges, two-year colleges, vocational programs, or apprenticeships. High schools can use that information to make sound, strategic decisions to launch their students to postsecondary success."]

[Request #S09-33-4366]

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**Performance Management Report. By the Michael & Susan Dell Foundation. (The Foundation, Austin, Texas) November 2009. 28 p.**

Full text at:

[http://www.msdf.org/Libraries/Documents/MSDF\\_PM\\_Report2009\\_release\\_low-res.sflb.ashx](http://www.msdf.org/Libraries/Documents/MSDF_PM_Report2009_release_low-res.sflb.ashx)

["The key to improving graduation rates, college readiness, academic achievement and ultimately life success may lie in how well districts can manage the performance of their students and teachers, indicate trends as they develop, and create incentives and action plans before big problems arise. Performance management is about giving educators continuous access to the information and resources they need to respond to the unique needs of each student, thereby allowing them to guide their students to the college track sooner and more consistently. Across the country, school districts are taking big steps to empower educators with the right information so they can focus on what they do best -- teaching students."]

[Request #S09-33-4368]

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**The Prospects for No Child Left Behind. By Richard Rothstein, Economic Policy Institute. (The Institute, Washington, DC) October 13, 2009. 5 p.**

Full text at: <http://www.epi.org/page/-/pdf/pm149.pdf>

["Secretary of Education Arne Duncan has called for a speedy re-authorization of the Elementary and Secondary Education Act, branded the 'No Child Left Behind' law (NCLB) by the Bush administration. Many critics of NCLB have been dismayed by Duncan's apparent resolve. But they may be reacting too soon. The principles for re-authorization that Duncan has announced represent a radical departure from NCLB and open uncharted territory in education policy. Fleshing out these principles will require extraordinary creativity and complexity as well as require the Department of Education and Congress to usefully explore accountability tools for which there is little precedent, either at the state or national levels. If Duncan sticks to these principles, the worst of NCLB will be behind us, although designing a new federal education policy will take us well beyond 2010."]  
[Request #S09-33-4311]

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## **ACADEMIC STANDARDS**

**Stars by Which to Navigate: Scanning National and International Standards in 2009. By Sheila Byrd Carmichael and others, Thomas B. Fordham Institute. (The Institute, Washington, DC) October 2009. 61 p.**

Full text at: [http://edexcellence.net/doc/20091008\\_NationalStandards.pdf](http://edexcellence.net/doc/20091008_NationalStandards.pdf)

["In this report, expert reviewers appraised the Common Core drafts, which outline college and career readiness standards in reading, writing, speaking and listening, and in math. These draft standards were made public on September 21 by the National Governors Association and the Council of Chief State School Officers. This report goes further however -- Fordham's reviewers also evaluate the reading/writing and math frameworks that undergird the National Assessment of Educational Progress (NAEP), the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Achievement (PISA). How strong are these well-known models? This report presents their findings."]  
[Request #S09-33-4303]

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## CHARTER SCHOOLS

**Charter School Laws Across the States, Ranking and Scorecard. By Jeanne Allen and others, Center for Education Reform. (The Center, Washington, DC) December 2009. 88 p.**

Full text at: <http://www.edreform.com/download/CER-Charter-Laws-2010.pdf>

["A report released by a national nonprofit indicated that the state's charter school law is one of the nation's strongest.... 'Too many states have allowed their charter school laws to be watered down under pressure from special interests who feel their monopoly on the education of our children is threatened,' said Jeanne Allen. 'California's law is excellent and serves as a model for the nation.' California ranks third in the country with an A grade for creating an environment friendly to charter schools. Only two other states also received As.... Charter schools have existed in the state for 17 years. Currently, 808 are open, serving more than 340,000 students. In 2009 alone, 88 charter schools opened their doors." San Bernardino Sun (December 8, 2009) 1.]  
[Request #S09-33-4372]

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**Everyone Wins: How Charter Schools Benefit All New York City Public School Students. By Marcus A. Winters, Manhattan Institute for Policy Research. (The Institute, New York, New York) October 2009. 18 p.**

Full text at: [http://www.manhattan-institute.org/pdf/cr\\_60.pdf](http://www.manhattan-institute.org/pdf/cr_60.pdf)

["Critics charge that charters rob traditional public schools of their most promising and motivated students and the resources they need to provide a quality education. Charter schools' proponents argue that traditional public schools can be expected to respond to competition for students by improving the quality of education they offer. This paper examines the impact of charter schools on the academic performance of students who remain in the local public schools of New York City, instead of joining its rapidly expanding charter sector.... Findings include: Competition from charter schools has no effect on overall student achievement in math. In both math and reading, the lowest-performing students in public school benefit from competition from charter schools."]  
[Request #S09-33-4297]

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## DISTANCE LEARNING

**Educational Tools for the 21st Century: Strategies for Investing in Online Courses to Boost U.S. Competitiveness and Prosperity.** By Louis Caldera, Center for American Progress. (The Center, Washington, DC) July 28, 2009. 6 p.

Full text at:

<http://www.americanprogress.org/issues/2009/07/pdf/onlinecoursememo.pdf>

["Investments in new online courses should be strategically aligned with the goal of increasing the number of Americans who earn postsecondary college degrees or credentials that have value in the workplace. This requires that such courses be more than a catalogue of online courses available by any potential user. Instead they should be developed for use by accredited educational institutions that award degrees and certificates, matched to appropriate educational standards, and tailored to fit within the structure of a program of instruction that leads to a degree or certificate.... These investments in online education will best support the goals of degree completion or skills certification if they are (1) carefully targeted to meet the needs of specific groups of learners and (2) designed to maximize acceptance and use of the courses by students, providers, and industry"]

[Request #S09-33-3981]

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## EARLY CHILDHOOD EDUCATION

**The Next Step in Systems-Building: Early Childhood Advisory Councils and Federal Efforts to Promote Policy Alignment in Early Childhood.** By Christina Satkowski, New America Foundation. (The Foundation, Washington, DC) November 2009. 19 p.

Full text at:

[http://www.newamerica.net/sites/newamerica.net/files/policydocs/Early\\_Childhood\\_Advisory\\_Councils\\_Nov\\_09\\_0.pdf](http://www.newamerica.net/sites/newamerica.net/files/policydocs/Early_Childhood_Advisory_Councils_Nov_09_0.pdf)

["Today, preschool and other services for young children are delivered through what is widely recognized as a non-system, with programs like child care, pre-kindergarten, special education services and Head Start operating in separate policy silos, each with differing objectives and different funding streams. This uneven and uncoordinated character of early childhood policy can impede access, quality, and return on investment to these programs.... The Head Start Reauthorization Act of 2007 mandates that governors designate an Early Childhood Advisory Council (ECAC) to develop a coordinated system of early childhood education and care.... The report offers recommendations for ensuring the success of the ECACs, which is critical as they lay the foundation for future investments in early childhood."]

[Request #S09-33-4370]

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**Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity. By the Committee on Early Childhood Mathematics, National Research Council. (National Academies Press, Washington, DC) July 2009.**

["Early childhood mathematics is vitally important for young children's present and future educational success. Research has demonstrated that virtually all young children have the capability to learn and become competent in mathematics. Furthermore, young children enjoy their early informal experiences with mathematics. Unfortunately, many children's potential in mathematics is not fully realized, especially those children who are economically disadvantaged. This is due, in part, to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities. Improvements in early childhood mathematics education can provide young children with the foundation for school success."]

[Request #S09-33-4333]

Book. 398 p.

[http://www.nap.edu/catalog.php?record\\_id=12519](http://www.nap.edu/catalog.php?record_id=12519)

Executive Summary. 17 p.

[http://www.nap.edu/nap-cgi/report.cgi?record\\_id=12519&type=pdfxsum](http://www.nap.edu/nap-cgi/report.cgi?record_id=12519&type=pdfxsum)

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**Summative Evaluation of the Ready to Learn Initiative: Preschool Teachers Can Use a Media-Rich Curriculum to Prepare Low-Income Children for School Success: Results of a Randomized Controlled Trial. By William R. Penuel, SRI International, and others. (Education Development Center, New York, New York) October 2009. 23 p.**

Full text at: [http://cct.edc.org/ready\\_to\\_learn.asp](http://cct.edc.org/ready_to_learn.asp)

["Preschool children who participated in a media-rich curriculum incorporating public television video and games into classroom instruction develop the early literacy skills critical for success in school. These foundational skills -- being able to name letters, knowing the sounds associated with those letters, and understanding basic concepts about stories and print -- all increased among the 4- and 5-year-olds in the study. These preschoolers were from traditionally economically disadvantaged communities where children are often far less prepared for school than their more affluent peers."]

[Request #S09-33-4371]

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**Including Community and Parent Engagement in Estimating the National Costs of an Integrated PreK-3rd Program.** By Lawrence O. Picus and Associates, LLC. (The Foundation for Child Development, New York, New York) August 2009. 88 p.

Full text at: [http://www.fcd-us.org/usr\\_doc/FINAL\\_Parent\\_Engagment\\_Report\\_Picus\\_and\\_Assoc.pdf](http://www.fcd-us.org/usr_doc/FINAL_Parent_Engagment_Report_Picus_and_Assoc.pdf)

["Our specific focus was to learn more about the potential benefits of parent engagement programs at the PreK-3rd level in terms of improved student achievement, both in the PreK and primary levels, as well as in higher grades. This work took on two components. The first was a literature review of parent engagement programs at the PreK-3rd level, with a focus on how well these programs could be tied to improved academic achievement. Following the literature review, we identified programs with greater promise of academic success and, using the cost model developed in our earlier work, estimated the costs of adding parent engagement components to our model of PreK-3rd costs."]  
[Request #S09-33-4299]

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## **EDUCATION FINANCE**

**Spending Is Up, and So Are Interstate Disparities in States' K-12 Education Revenues.** By Allison Armour-Garb and others, Nelson A. Rockefeller Institute of Government. (The Institute, Albany, New York) November 4, 2009. 7 p.

Full text at: [http://www.rockinst.org/pdf/education/2009-11-04-Spending\\_Is\\_Up.pdf](http://www.rockinst.org/pdf/education/2009-11-04-Spending_Is_Up.pdf)

["State funding for primary and secondary education has risen in all states over the past two decades. But differences in per-pupil revenues across states have grown in recent years. During the economic expansion of the 1990s, when state revenues grew rapidly, interstate variation in state education revenues per pupil decreased. Since the recession of 2001, however, inflation-adjusted growth slowed and interstate variation in state revenues has widened. This paper examines the increase in interstate variation following the 2001 recession and considers the implications of the current economic downturn and federal stimulus grants for state education budgets."]  
[Request #S09-33-4304]

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## EDUCATIONAL REFORM

**Leaders and Laggards: A State-by-State Report Card on Educational Innovation.** By the Center for American Progress, U.S. Chamber of Commerce, and Frederick M. Hess of the American Enterprise Institute. (The Center, Washington, DC) November 9, 2009. 113 p.

Full text at:

[http://www.americanprogress.org/issues/2009/11/leaders\\_laggards/report.html](http://www.americanprogress.org/issues/2009/11/leaders_laggards/report.html)

["A recent report card on California's ability to fire poorly performing teachers won't end up on anyone's refrigerator. The report examined the 50 states in eight categories, including school management, finance, technology and staffing. California acquired a passing mark in many categories, but was given a F when it comes to firing poorly performing teachers. More than 85 percent of principals polled said that tenures are a barrier to removal of ineffective teachers. Without the ability to fire ineffective teachers, school leaders cannot build a cohesive school culture, create an environment of accountability, and ensure that all students will learn." The San Bernardino Sun (November 22, 2009) 1.]  
[Request #S09-33-4330]

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## GRADUATION RATES

**Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery.** By Daniel Princiotta and Ryan Reyna, National Governors' Association Center for Best Practices. (The Association, Washington, DC) November 2009. 48 p.

Full text at: <http://www.nga.org/Files/pdf/0910ACHIEVINGGRADUATION.PDF>

["At least one student in five drops out of school, and nearly 5 million 18- to 24-year-olds lack a high school diploma. Annually, dropouts cost the United States more than \$300 billion in lost wages and increased public-sector expenses.... Governors are in an extraordinary position to confront these challenges and stem the tide of high school dropouts. To do so, governors should take four actions: 1) Promote high school graduation for all; 2) Target youth at risk of dropping out; 3) Reengage youth who have dropped out of school; and 4) Provide rigorous, relevant options for earning a high school diploma.... Students drop out of school for four primary reasons. The first is academic failure. The second is disinterest in school. The third is problematic behavior inside or outside of school. Finally, some students drop out because of life events."]  
[Request #S09-33-4329]

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## HIGHER EDUCATION

**Increasing College Completion among Low-Income Students through Savings.**  
**By David Neville and Mark Huelsman, New America Foundation. (The**  
**Foundation, Washington, DC) October 2009. 5 p;**

Full text at:

<http://www.newamerica.net/files/College%20Access%20and%20Completion%20Fund%20Brief.pdf>

["Research is beginning to show that savings is an important component in helping more students of all incomes access and complete postsecondary education. The creation and growth of 529 plans has made it easier for families to save, but these plans need to be improved for more low- and moderate-income families to take advantage of them. While some states have experimented with different strategies for encouraging these families to save for college, their scope is often limited. Other states have not been able to offer them due to budgetary constraints. The College Access and Completion Fund is ideally suited to help create, implement, expand, and evaluate completion-enhancing savings innovations by the states. The best practices identified through the fund could be used to inform more states as well as federal savings policy."]

[Request #S09-33-4300]

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**Paying for College Success: An Introduction to the Performance-Based**  
**Scholarship Demonstration. By Lashawn Richburg-Hayes and others, MDRC.**  
**(MDRC, New York, New York) October 2009. 8 p.**

Full text at: <http://www.mdrc.org/publications/531/policybrief.pdf>

["Low-income students are most at risk of not persisting to complete a certificate or degree -- often because of financial pressures and inadequate academic preparation for college. One promising solution for improving academic success among low-income students is a performance-based scholarship. Paid contingent on attaining academic benchmarks, a performance-based scholarship can provide both financial assistance and act as an incentive to earn a postsecondary degree. While studies have examined the relationship between financial aid and college access, few have evaluated the relationship between financial aid and academic success. Factors that are associated with financial need, such as being low income, are also associated with a lack of academic success, making it difficult to isolate the effect of additional financial aid on student achievement."]

[Request #S09-33-4306]

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**College Enrollment Hits All-Time High, Fueled by Community College Surge. By Paul Taylor and others, Pew Research Center. (The Center, Washington, DC) October 2009. 19 p.**

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

["A record high of about 11.5 million Americans age 18 to 24, or nearly 40 percent, attended college in October 2008, according to a study of Census data. Virtually all the increase of 300,000 students over the previous year came at two-year schools, while attendance at four-year schools remained flat. Community colleges almost certainly saw attendance go up at least that much again this year, though final figures are not yet available. Overall college attendance has been going up for about 30 years; what's new is the sharp uptick at community colleges, driven in large part by recessionary bargain hunting and closer ties between two- and four-year colleges that give students more confidence they'll be able to transfer. " San Jose Mercury News (October 29, 2009) 1.]

[Request #S09-33-4296]

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**Charting a Necessary Path: The Baseline Report of Public Higher Education Systems in the Access to Success Initiative. By Jennifer Engle and Mary Lynch, Education Trust. (The Trust, Washington, DC) December 2009. Various pagings.**

Full text at: <http://www.edtrust.org/issues/higher-education/access-to-success>

["The Access to Success Initiative (A2S) works with 24 public higher education systems that have pledged to cut the college-going and graduation gaps for low-income and minority students in half by 2015. Each A2S participating system sets its own improvement targets and agrees to a common set of metrics to evaluate progress. A2S systems are drafting their own plans to cut achievement gaps and increase degree production through strategies attuned to the needs of their campuses and students.... The systems-change work focuses on assessing and building capacity, managing and leveraging costs and resources, and using 'leading indicator' data to track progress toward A2S goals. The campus-change work focuses on such issues as using enrollment management to increase campus diversity, redesigning developmental math courses, and improving degree completion."]

[Request #S09-33-4367]

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**The Master Plan at 50: Improving State Oversight Of Academic Expansions. By Mark Whitaker, California Legislative Analyst's Office. (The Office, Sacramento, California) December 1, 2009. 36 p.**

Full text at:

[http://www.lao.ca.gov/2009/edu/academic\\_expansions/academic\\_expansions\\_120209.pdf](http://www.lao.ca.gov/2009/edu/academic_expansions/academic_expansions_120209.pdf)

["The state's public higher education segments periodically create new degree programs and schools.... State law delegates the state's oversight of proposals to the California Postsecondary Education Commission (CPEC) but their role is only advisory and limited to certain proposals.... We examine a number of new programs and schools that have been approved in the last few years to determine the efficacy of the state's approval process. We conclude that there are several structural changes that are needed to improve the approval process including (a) measuring supply and demand in major fields, (b) identifying the extent to which proposals fit with the state's priorities and resources, and (c) increasing oversight from the Legislature."]

[Request #S09-33-4373]

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**Why Have College Completion Rates Declined? An Analysis of Changing Student Preparation and Collegiate Resources. By John Bound, University of Michigan, and others. (National Bureau of Economic Research, Cambridge, Massachusetts) December 2009. 51 p.**

Full text at: <http://www.nber.org/tmp/52701-w15566.pdf>

["A much higher fraction of high school graduates enter college today than they did a quarter century ago. However, the rise in the fraction of high school graduates attending college has not been met by a proportional increase in the fraction who finish. Comparing two cohorts from the high school classes of 1972 and 1992, we show eight-year college completion rates declined nationally, and this decline is most pronounced amongst men beginning college at less-selective public 4-year schools and amongst students starting at community colleges. We decompose the observed changes in completion rates into the component due to changes in the preparedness of entering students and the component due to collegiate characteristics, including type of institution and resources per student. While both factors play a role, it is the collegiate characteristics that are more important."]

[Request #S09-33-4369]

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## PARENTS

**How Do Families Matter? Understanding How Families Strengthen Their Children's Educational Achievement. By Dale Russakoff and others. (The Foundation for Child Development, New York, New York) October 2009. 28 p.**

Full text at: [http://www.fcd-us.org/usr\\_doc/FINAL\\_How\\_Do\\_Parents\\_Matter.pdf](http://www.fcd-us.org/usr_doc/FINAL_How_Do_Parents_Matter.pdf)

["Despite the emphasis on accountability that defines NCLB, the law requires little oversight of how tens of thousands of schools spend their parent-involvement money or whether those efforts raise achievement. Some schools have trained teachers and rewritten curriculum to create projects on which children and parents can work together. But most schools have so much they consider more important, they've gotten good at knowing how to minimally meet the requirements."]  
[Request #S09-33-4298]

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## SCHOOL FINANCE

**Economic Cost and Health Care Workforce Effects of School Closures in the U.S.. By Howard Lempel, The Brookings Institution, and others. (The Institution, Washington, DC) September 30, 2009. 25 p.**

Full text at:

[http://www.brookings.edu/~media/Files/rc/papers/2009/0930\\_school\\_closure\\_lempel\\_hammond\\_epstein/0930\\_school\\_closure\\_epstein.pdf](http://www.brookings.edu/~media/Files/rc/papers/2009/0930_school_closure_lempel_hammond_epstein/0930_school_closure_epstein.pdf)

["School closure is an important component of U.S. pandemic flu mitigation strategy. However, school closure involves two types of cost. First is the direct economic impact of the worker absenteeism generated by school closures. Second, many of the relevant absentees will be health care workers themselves, which will adversely affect the delivery of vaccine and other emergency services. Neither of these costs has been estimated in detail. We offer detailed estimates, and improve on the methodologies thus far employed in the non-U.S. literature. We give estimates of both the direct economic and health care impacts for school closure durations of 2, 4, 6, and 12 weeks under a range of assumptions. We find that closing all schools in the U.S. for four weeks could cost between \$10 and \$47 billion dollars and lead to a reduction of 6% to 19% in key health care personnel."]  
[Request #S09-33-4281]

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## SPECIAL EDUCATION

**How Special Ed Vouchers Keep Kids From Being Mislabeled as Disabled. By Marcus A. Winters and Jay P. Greene, Manhattan Institute for Policy Research. (The Institute, New York, New York) August 2009. 20 p.**

Full text at: [http://www.manhattan-institute.org/pdf/cr\\_58.pdf](http://www.manhattan-institute.org/pdf/cr_58.pdf)

["In the last three decades, special-education programs in the United States have grown at a tremendous pace. Much of this growth reflects a growing incidence of students diagnosed with the mildest form of learning disability, called a Specific Learning Disability (SLD), and thus the hardest to distinguish from an ordinary cognitive deficit.... The question examined in this report is whether special-education voucher programs change the likelihood that students will be diagnosed with an SLD. Special-education voucher programs appear to reduce a local public school's financial incentive to diagnose a marginal student who is merely struggling academically as suffering from an SLD.... Four states -- Florida, Georgia, Ohio, and Utah -- have these programs. They are the fastest-growing type of school voucher program nationwide."]

[Request #S09-33-4045]

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## TEACHERS

**Teacher Preparation: Multiple Federal Education Offices Support Teacher Preparation for Instructing Students with Disabilities and English Language Learners, but Systematic Departmentwide Coordination Could Enhance This Assistance. By the U.S. Government Accountability Office. GAO-09-573. (The Office, Washington, DC) July 2009. 76 p.**

Full text at: <http://www.gao.gov/new.items/d09573.pdf>

["According to GAO's survey results, most traditional teacher preparation programs at institutions of higher education nationwide required at least some training for prospective general classroom teachers on instructing students with disabilities and English language learners.... Six Department of Education offices provide funding and other assistance that can help general classroom teachers instruct students with disabilities and English language learners, but no departmentwide mechanism exists to coordinate among the offices. Education lacks a mechanism to facilitate information sharing among the offices on a regular basis that could assist offices that have less experience with these subgroups to better understand student needs or integrate research findings into ongoing programming."]

[Request #S09-33-4048]

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**"But the Pension Fund Was Just Sitting There": The Politics of Teacher Retirement Plans. By Frederick M. Hess and Juliet P. Squire, American Enterprise Institute. (The Institute, Washington, DC) July 2009. 44 p.**

Full text at: <http://www.aei.org/docLib/20090624-HessSquire-WP.pdf>

["For those who believe it is morally incumbent upon each generation to confront its challenges and not palm them off on the next generation, this has been a tough year and a tougher decade. Public officials make expensive promises to influential adult constituencies, saddling our kids with enormous new obligations that will do little to improve teaching and learning. Before the market meltdown last fall, state pension systems were already more than \$730 billion in the red. Moreover, teacher pensions -- with their industrial-era inflexibility, emphasis on time served, and lack of portability -- are ill-designed for attracting and retaining talented teachers in today's labor market. The result is a system that increasingly funnels K-12 dollars toward generous benefits while impeding efforts to boost teacher quality. Typically, when discussed at all, pension reform is understood as a fiscal challenge."]

[Request #S09-33-3980]

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**Teaching and California's Future: The Status of the Teaching Profession 2009. By Katherine Baisden and others, SRI International. (The Center for the Future of Teaching and Learning, Santa Cruz, California) December 2009. 150 p.**

Full text at: <http://www.cftl.org/documents/2009/TCFReport2009.pdf>

["Fewer than half the principals in high-poverty schools said their teachers had the skills to encourage critical thinking and problem-solving among their students, while more than two-thirds of their counterparts in wealthier communities said their teachers possessed those abilities. The nonprofit center also found that teachers in the lowest-performing schools are more than twice as likely as those in the highest-achieving schools to be working without at least a preliminary credential.... The study did show signs of significant improvement in the preparation of California teachers and praised the state's ability to respond to shortcomings in the classroom. But it said the state's teacher training institutions haven't caught up to current thinking on education reform." Los Angeles Times (December 14, 2009) 1.]

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