

Double the Numbers

Increasing Postsecondary Credentials for Underrepresented Youth

Edited by Richard Kutt, Joel Vargas, and Nancy Hoffman

**Foreword by Tom Vander Ark
The Bill & Melinda Gates Foundation**

**LIBRARY EDITION 1-801-793-23-7 \$54.95
PAPERBACK 1-801-793-23-9 \$29.95**

PAGES 304

PUBLICATION DATE May 2004

PUBLICITY CONTACT

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Double The Numbers Increasing Postsecondary Credentials For Underrepresented Youth

Ray Bacchetti, Thomas Ehrlich



Double The Numbers Increasing Postsecondary Credentials For Underrepresented Youth:

Double the Numbers Richard Kazis, Joel Vargas, Nancy Hoffman, 2004 Double the Numbers explores policies that are likely to serve as building blocks in any next phase of education reform that tackles the dual problems of high school completion and postsecondary access and success Only 25 percent of the U S high school students complete any college degree Among African American youth only 18 percent earn a baccalaureate by age twenty nine For Hispanic Americans the figure is a mere 10 percent The United States urgently needs to address this problem For reasons of intellectual and professional opportunity economic efficiency and social equity the nation must do a better job of preparing young people not only to enter college but also to earn credentials that are key to professional and economic success Double the Numbers highlights emerging strategies at state district and school levels for improving postsecondary outcomes High schools pose special challenges in this regard how to motivate older adolescents in school settings how to overcome the rigidities of high school schedules and routines how to prepare students for smooth transitions to postsecondary learning and success This book explores policies that are likely to serve as building blocks in any next phase of education reform that tackles the dual problems of high school completion and postsecondary access and success The contributions from many of the leading figures in education reform such as Kati Haycock Robert Schwartz and Marc Tucker address these issues from a number of distinct perspectives The authors propose changes in the designs fo high schools and colleges innovations that could overcome the discontinuities perverse incentives and inflexibilities of existing educational institutions They focus on state policy because to double the number of students attaining postsecondary credentials within a decade will require aggressive innovation by states Finally they consider how oppoortunities and outcomes vary by race ethnicity and gender and they look at the implications of these variations for policy and practice *Education and the Public Interest* Edward P. St. John, 2007-05-28 Economic globalization has been accompanied by implementation of education reforms linked to accountability and public finance schemes that emphasize student choice in schools and student loans in higher education In the U S these reforms are rationalized based on intermediate variables like the number of math credits completed in high school and net prices However the reforms rationalized based on this research are seldom evaluated in relation to outcomes i e measures of student achievement and equal opportunity to attain an education In *Education and the Public Interest* the editor re examines the political rationales for these reforms John Rawls s theory of justice is reconstructed to develop a framework for assessing the effects of public policy on these outcomes This volume undertakes a comparative study of the states in the U S to examine how education reforms influence student achievement high school graduation and college access and finance schemes influence college access Policies implemented by states in the 1990s were associated with improved achievement as measured by test scores for high school students These policies also correlate with increased high school drop out rates and the widening gap in college enrolment rates across income groups This volume considers how

privatization and accountability policies can be reconstructed to reduce inequality while continuing to improve student achievement and college enrolment I enjoyed reading the book and benefited from it and I feel confident others will as well I am particularly taken by its sweep and by the skill and persuasiveness with which the author ties together the broad trends and themes of privatization globalization school reform preparation equity equality and college access Prof James C Hearn Vanderbilt University USA What I especially like about this book is the framing of the importance of the topic in terms of the global political and economic changes and the notion of access to quality education as a basic right Prof Laura W Perna College of Education University of Maryland USA *The States and Public Higher Education Policy* Donald E.

Heller, 2011-09-01 Affordability access and accountability have long been among the central challenges facing higher education and they remain so today Here Donald E Heller and other higher education scholars and practitioners explore the current debates surrounding these key issues As students and their families struggle to meet rising tuition prices and as state funding for higher education dwindles policymakers confront issues of affordability within state and institutional budgets Changing demographics and challenges to affirmative action complicate the admissions process even as colleges and universities seek to diversify enrollments And issues of institutional accountability have forced the restructuring of higher education governing boards and a reexamination of the role of public trustees in governance This collection analyzes how issues of affordability access and accountability influence the way in which state governments approach monitor and set public higher education policy The contributors examine the latest research on pressing challenges explore how states are coping with these challenges and consider what the future holds for public postsecondary education in the United States

Privatization and Public Universities Douglas M. Priest, Edward P. St. John, 2006 A timely book on an important subject for the future of higher education in America Experience of School Transitions Stephen Billett, Greer Johnson, Sue Thomas, Cheryl Sim, Stephen Hay, Jill Ryan, 2012-06-22 Leaving school whether to move on to training work or education is a fundamental rite of passage the world over This volume draws on a wealth of international sources and studies in its analysis of the transitions young students make as they move on from their secondary schooling It identifies how these transitions are planned for by policymakers enacted by school staff and engaged with by students themselves With data from a range of nations with advanced industrial economies the book delineates how the policies relating to these transitions need to be conceived and implemented how the transitions themselves are negotiated by young people and how they might be shaped to meet the varied needs of the students they are designed to help The authors argue that the relationship often complex between what schools provide in the way of preparation and the ways in which students take up what is on offer is the crucial nexus for understanding the experience of transitions by young people and for enhancing that experience With a host of case studies of transition policies themselves as well as evaluative data on how they were received by the school leavers whom they were designed for this valuable addition to the educational literature deserves to be read by all those with roles in

preparing the young for their journey into a complex adult world full of pitfalls as well as opportunity

Handbook of Research in Education Finance and Policy Helen F. Ladd, Edward B. Fiske, 2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand

Black Issues in Higher Education ,2004-06

Remaking Career and Technical Education for the 21st Century Richard Kazis, 2005

Public Policy and Equal Educational Opportunity Edward P. St. John, 2006

American researchers in education psychology and other social sciences demonstrate approaches to policy research that balances the intended effects of new reforms on achievement outcomes with the equity effects and introduce a framework for assessing the effects of public finance and education policies in that light Their topics include account

An Examination of Curriculum Articulation in Wisconsin High School and Post-secondary Introductory Biology Courses Jeffrey B. Biessman, 2006

Public Relations in Schools Theodore J. Kowalski, 2008 With chapter contributions by leading experts Public Relations in Schools 4 e provides a comprehensive view of how community relations affect organizational behavior and the effective management of districts and schools With a focus on communication alternatives in modern technology and political demands for change it offers an integrated foundation of theory and craft to help practitioners facilitate a positive change in public relations Beginning with the organizational characteristics of public relations this text offers coverage of specific duties assumed by administrative personnel in planning collecting and analyzing data media relations funding campaigns evaluating public relations activities and responding to crisis situations Features of the fourth edition include NEW Greater focus on principals and their role in public relations NEW Greater attention throughout the text on the use of technology in practice NEW Greater attention to understanding and dealing with emerging school reform trends NEW A new chapter Chapter 10 on communicating with parents and the community NEW Chapter 7 is a revision distilled from chapters 7 and 8 of the previous edition combining the coverage of districts and schools Case Studies with end of chapter questions confront the reader with real life situations designed to promote critical thinking in problem solving Related books from Merrill Education The School Finance First Edition Craig E Richards Bruce D Baker and Preston Green ISBN 0 13 098458 2 Human Resources

Administration Fifth Edition L Dean Webb and M Scott Norton ISBN 0 13 239771 4 The Human Resource Function in Educational Administration Ninth Edition Phillip Young ISBN 0 13 243541 1

Minding the Gap Nancy Hoffman, Joel Vargas, Andrea Venezia, 2007 Minding the Gap argues that in today's highly competitive global economy all young people need a postsecondary education Yet only one in ten students from the lowest economic quintile in the United States currently earns a postsecondary credential This timely and instructive book from Jobs for the Future explores policies and practices that would quickly enable a larger number of low income and first generation college students to earn postsecondary degrees In doing so Minding the Gap calls for a system that thoroughly integrates secondary and postsecondary education a system in which a college degree is the goal for all students Minding the Gap is an invaluable resource for policymakers and practitioners interested in eliminating the gap between secondary and postsecondary education It focuses on those factors that must be addressed if the gap is to be eliminated the lack of coordination between secondary and college curricula dramatically different approaches to funding for public schools and higher education and the lack of coordinated data systems spanning the educational continuum from kindergarten through college This is a mustread for all those interested in increasing the number of American college graduates Freeman A Hrabowski III President University of Maryland Baltimore County This comprehensive collection offers a bracing examination of the anachronistic divide that separates K 12 schooling and higher education to the detriment of both It explains how this state of affairs came about why it's a problem and what can be done about it The contributors provide concrete and concise guidance on implementation promising models policy data systems and financial aid This is an important book for educators and reformers serious about reinventing high school and tearing down the barriers to college access Frederick M Hess Director of Education Policy Studies American Enterprise Institute In today's economy a college education is a must for every citizen Minding the Gap shares innovative strategies for improving the delivery system of college so it is affordable and attainable for every child in America Mike Easley Governor of North Carolina Minding the Gap highlights the importance of raising the bar for high school and postsecondary education in the United States Most important it acknowledges that we must do a better job of reaching out to underserved and low income communities to raise the educational level of their students and to provide them with the critical skills needed for the future global workforce Charles B Reed Chancellor California State University Edited by Nancy Hoffman Joel Vargas Andrea Venezia and Marc S Miller

An Assessment of Admissions Strategy Effects and Self-selection Issues in an Enrollment Study of Kettering University Janel A. Sutkus, 2008

Beyond Access Cynthia A. Overton, 2005

The Collaborative Advantage Dennis McGrath, 2005-09-15 As collaboratives increasingly make a difference in educational reform a growing number of states are examining the entire K 16 system and exploring ways to connect educational levels and systems to better serve students especially those at risk and underrepresented The Collaborative Advantage contributes to the field by documenting the benefits of a collaborative K 16 approach to educational reform and by providing a

comprehensive set of lessons and recommendations developed by inter institutional collaboratives from around the United States This jargon free book identifies three critical stages in the development of a collaborative foundation building growth and making collaboration a sustainable force for reform Numerous challenges solutions and examples are provided for each stage To further assist practitioners the authors identify three partnership types program pathway and policy This book will be of interest to administrators practitioners in both higher education and K 12 and faculty who teach courses in education sociology public policy and organizational behavior *Adolescence* ,2006 **Index to Black Periodicals 2004** Gk Hall & Company,2005 Reconnecting Education and Foundations Ray Bacchetti,Thomas Ehrlich,2007 Praise for Reconnecting Education Foundations Ray Bacchetti and Thomas Ehrlich have brought together an impressive constellation of thinkers to consider philanthropy s fundamentally important role in American education past present and future Thomas Toch cofounder and codirector Education Sector This volume provides a critical and constructive analysis of relationships between foundations and education institutions It offers thoroughly researched well reasoned and very practical suggestions for increasing foundations impact on the quality of K 12 and university education Deborah Stipek dean Stanford University School of Education This fascinating book the outcome of a project to mark the one hundredth anniversary of the Carnegie Foundation for the Advancement of Teaching asks the crucial question whether foundations can and should invest in educational capital in this new century now that the historic consensus on what makes for good education has given way to an era of uncertainty and politicization as to the goals of education The book will convince readers that the stakes are high in resolving this dilemma in educational investment Stanley N Katz director Center for Arts and Cultural Policy Studies Woodrow Wilson School Princeton University This impressive book by Bacchetti Ehrlich and their knowledgeable coauthors unveils through sound research and analysis the interlocking and often tension ridden tripartite relationships among the institutions of private philanthropy i e foundations schools and colleges It is a must read for Messrs Buffett and Gates along with thoughtful practitioners academics and policy analysts in the fields of philanthropy and education It doesn t provide all of the answers but raises many very important questions Donald M Stewart visiting professor the Harris School of Public Policy Studies University of Chicago **Grading Education** Richard Rothstein,2008-12-14 Yes we should hold public schools accountable for effectively spending the vast funds with which they have been entrusted But accountability policies like No Child Left Behind based exclusively on math and reading test scores have narrowed the curriculum misidentified both failing and successful schools and established irresponsible expectations for what schools can accomplish Instead of just grading progress in one or two narrow subjects we should hold schools accountable for the broad outcomes we expect from public education basic knowledge and skills critical thinking an appreciation of the arts physical and emotional health and preparation for skilled employment and then develop the means to measure and ensure schools success in achieving them Grading Education describes a new kind of accountability plan for public education one that relies on higher quality testing

focuses on professional evaluation and builds on capacities we already possess This important resource Describes the design of an alternative accountability system that would not corrupt education as does NCLB and its state testing systems Explains the original design of NAEP in the 1960s and shows why it should be revived Defines the broad goals of education beyond math and reading test scores and reports on surveys to confirm public and governmental support for such goals Relates these broad goals of education to the desire for accountability in education Index to Black Periodicals ,2004

Embracing the Tune of Appearance: An Emotional Symphony within **Double The Numbers Increasing Postsecondary Credentials For Underrepresented Youth**

In some sort of taken by displays and the ceaseless chatter of fast conversation, the melodic splendor and mental symphony developed by the written word often diminish in to the backdrop, eclipsed by the constant sound and distractions that permeate our lives. But, situated within the pages of **Double The Numbers Increasing Postsecondary Credentials For Underrepresented Youth** a marvelous fictional prize brimming with raw feelings, lies an immersive symphony waiting to be embraced. Crafted by an outstanding composer of language, that fascinating masterpiece conducts visitors on an emotional journey, skillfully unraveling the hidden songs and profound affect resonating within each carefully crafted phrase. Within the depths of this moving analysis, we can discover the book is central harmonies, analyze its enthralling publishing style, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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