



Education Commission  
of the States

# Education Commission of the States 2010 Publications, Databases, Convenings

## StateNotes

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### ***State Characteristics: Kindergarten***

This ECS StateNote examines key components of each state's kindergarten policy, including: the lower compulsory age; entrance age; if districts must offer; and if students must attend.

By Melodye Bush, December 2010

<http://www.ecs.org/clearinghouse/90/71/9071.pdf>

### ***State Kindergarten Statutes: State Profiles***

State profiles of kindergarten policies.

Updated December 2010

<http://www.ecs.org/clearinghouse/83/14/8314.pdf>

### ***What Governors Need to Know: Highlights of State Education Systems***

This multistate compilation includes states' number of operating districts, average students per district, per-student spending, free or reduced-price lunch eligible students, percent of K-12 revenue from state sources, state and local school revenue, full-day kindergarten requirements, compulsory school ages and more.

Updated by Kyle Zinth and Melodye Bush, December 2010

<http://www.ecs.org/clearinghouse/85/69/8569.pdf>

### ***Transfer and Articulation Policies***

An increase in the number of transfer and articulation policies over the past decade demonstrates that state legislatures and higher education governing boards have recognized the need for such policies. At least two-thirds of states have one or more of the following: Enabling legislation; Cooperative system or institutional agreements; Web sites devoted to clearly articulating transfer policy; or a transferable common core.

Matthew Smith, December 2010

<http://www.ecs.org/clearinghouse/90/70/9070.pdf>

### ***Iowa's Statewide Professional Development Model***

Iowa's approach to professional development is distinctive because it is statewide and comprehensive; it addresses development of school leaders as well as teachers; it fosters engagement of all teachers, not just those who choose to participate; and it centers around student learning.

Dinah Frey, November 2010

<http://www.ecs.org/clearinghouse/90/36/9036.pdf>

### ***State Service-Learning Websites***

November 2010

<http://www.ecs.org/clearinghouse/90/58/9058.pdf>

### ***Kentucky School-Based Family Support: Twenty Years Later***

Kentucky was the first state to require the establishment of Family Resource and Youth Services Centers (FRYSC), entities that coordinate a network of resources for students and families in neighborhoods where 20% or more of the students qualify for federal free- and reduced-price meals. This StateNote provides details of this statewide model.

**Dinah Frey, November 2010**

<http://www.ecs.org/clearinghouse/90/37/9037.pdf>

### ***Measuring Adequate Yearly Progress: What "Other" Indicators Count Besides Reading and Math?***

NCLB calls for one "other" academic indicator to count toward the calculation of AYP. At the high school level that indicator was the graduation rate. At the elementary and middle school levels, states could select any additional measure. This ECS StateNote hopes to deepen that understanding by raising awareness of each state's "other" academic indicator and its accompanying target.

**Dinah Frey, September 2010**

<http://www.ecs.org/clearinghouse/87/98/8798.pdf>

### ***State Teacher Tenure/Continuing Contract Laws***

States address the issue of teacher dismissal in various ways. Some have eliminated the term tenure (i.e., Colorado, New Mexico, South Dakota, Florida); some have repealed tenure and tightened the due process timelines (i.e., Oklahoma); others have retained tenure provisions but streamlined the due process provisions (i.e., Michigan, Connecticut); and one state (Wisconsin) has stipulated the collective bargaining process as the means of determining tenure policies at the local school district level.

**Updated by Dinah Frey, September 2010**

<http://www.ecs.org/clearinghouse/88/28/8828.pdf>

### ***Compulsory School Age Requirements***

This ECS StateNote lists compulsory school attendance ages for each state.

**Updated by Melodye Bush, Last Updated June 2010**

<http://www.ecs.org/clearinghouse/86/62/8662.pdf>

### ***"Ahead-of-the-Curve" Charter School Policies***

Whether motivated by the desire to secure Race to the Top funds or other state policy initiatives, a number of states have recently enacted legislation to promote charter school growth. This ECS StateNote provides highlights of several "ahead-of-the-curve" state policy approaches.

**Molly Ryan, June 2010**

<http://www.ecs.org/clearinghouse/86/45/8645.pdf>

### ***Teacher Salaries and Benefits 2003–08***

This ECS StateNote examines National Center for Education Statistics figures on salary and benefit statistics for the 50 states and the District of Columbia.

**Stephanie Rose, May 2010**

<http://www.ecs.org/clearinghouse/85/92/8592.pdf>

### ***International School Finance***

Public interest has put significant focus on how the United States education system compares with those around the world. This ECS StateNote uses data collected and published by the Organisation for Economic Co-Operation and Development and the United Nations Educational, Scientific and Cultural Organization to show how America's school funding system compares with other developed countries' systems from around the world.

**Michael Griffith, April 2010**

<http://www.ecs.org/clearinghouse/55/66/5566.pdf>

## ECS Alerts

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### ***Improving Hispanic Achievement: Implications for State Policy***

On October 19, President Obama signed an Executive Order creating a presidential advisory commission on Hispanic education. Many ECS constituents are deeply committed to improving educational outcomes for Hispanics. This ECS Alert contains a sampling of ECS policy tracking, analysis and research syntheses aimed at helping state policymakers work towards this important goal.

**Jennifer Dounay Zinth, October 19, 2010**

<http://www.ecs.org/clearinghouse/88/32/8832.pdf>

### ***Race to the Top Round II Winners***

Today, Secretary of Education Arne Duncan announced 10 Race to the Top (RttT) round II winners. Almost \$3.4 billion remains in RttT federal funds and should be awarded to the 10 winning round II applicants by October. Two states, Delaware and Tennessee won grants in round I of the competition earlier this year. Secretary Duncan stated in that “[w]e’re very hopeful there will be a Phase 3 of Race to the Top and have requested \$1.35 billion dollars in next year’s budget” to continue the grant competition.

**Molly Ryan, August 24, 2010**

<http://www.ecs.org/clearinghouse/87/50/8750.pdf>

### ***Summary of EduJobs and State-by-State Estimates of Its Impact***

**Michael Griffith, August 11, 2010**

<http://www.ecs.org/clearinghouse/87/47/8747.pdf>

### ***An Update on: Estimating the Impact of the EduJobs Proposal on States***

H.R. 1586 has recently passed the United States Senate and is awaiting a vote in the House of Representatives. This bill would establish a program, commonly referred to as EduJobs, which would provide \$10 billion to states to create or save education positions in K-12 public schools. This ECS Alert covers some of the details of the legislation.

**Michael Griffith, August 4, 2010**

<http://www.ecs.org/clearinghouse/87/26/8726.pdf>

### ***Race to the Top Round II Finalists***

Today, Secretary of Education Arne Duncan announced 19 Race to the Top (RttT) Round II finalists in a press conference with the National Press Club. The 19 finalists will travel to Washington, D.C. during the week of August 9 to present their proposals to the RttT judges. Winners will be announced by early September and awards should be dispersed by October.

**July 27, 2010**

<http://www.ecs.org/clearinghouse/87/14/8714.pdf>

### ***An Update on: Estimating the Impact of the EduJobs Proposal on States***

This ECS StateNote updates information on the proposal in the U.S. House of Representatives would create an “education jobs fund” which many are calling the EduJobs program. This program would provide \$22.47 billion to states to create or save education positions in K-12 public schools.

**Michael Griffith, July 9, 2010**

<http://www.ecs.org/clearinghouse/86/84/8684.pdf>

### ***An Update on: Estimating the Impact of the EduJobs Proposal on States***

This ECS StateNote updates information on the proposal in the United States House of Representatives would create an “education jobs fund” which many are calling the EduJobs program. This program would provide \$22.47 billion to states to create or save education positions in K-12 public schools.

**Michael Griffith, May 28, 2010**

<http://www.ecs.org/clearinghouse/86/14/8614.pdf>

### ***Estimating the Number of Jobs Created or Saved***

On April 14, a bill was introduced in the United States Senate that would create an “education jobs fund.” This program would provide \$23 billion to states to create or save education positions in both K-12 public schools and public institutes of higher education (IHE). This document reviews the details of the legislation.

Michael Griffith, April 15, 2010

<http://www.ecs.org/clearinghouse/85/25/8525.pdf>

### ***Investing in Innovation Fund - Update***

March 11, 2010

<http://www.ecs.org/clearinghouse/84/41/8441.pdf>

### ***Investing in Innovation Fund***

Updates information about the i3 grants. Provides the timeline, the application grading scale and information about the cost-sharing or matching. The i3 grants are part of the American Recovery and Reinvestment Act (ARRA) and are directed toward individual school districts or groups of school districts and entrepreneurial nonprofits partnering with school districts. Although states are not eligible to apply, there may be ways in which states could assist districts or consortiums with their grant applications.

Molly Ryan, March, 2010

<http://www.ecs.org/clearinghouse/84/41/8441.pdf>

### ***Race to the Top Finalists Named***

Today the United States Department of Education (USDoe) announced 15 states and the District of Columbia as finalists for the first round of the \$4 billion Race to the Top (RTTT) competitive grant program.

Michael Griffith, March 2010

<http://www.ecs.org/clearinghouse/84/31/8431.pdf>

## **Policy Briefs**

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### ***Helping Students Get a Head Start on the “Real World”: State Strategies for Early High School Graduation***

This ECS Policy Brief considers several policy approaches to facilitate (or incentivize) early graduation and provides caveats and essential policy components for these various approaches: (1) Proficiency-based credit; (2) Virtual high schools; (3) Completion of high school-level material before grade 9; (4) “Dual enrollment plus”: Programs that allow students who may have completed high school graduation requirements early to enroll full-time in postsecondary or career/technical courses; and (5) Scholarship incentives for early graduation.

Jennifer Dounay Zinth, ay 2010

<http://www.ecs.org/clearinghouse/86/05/8605.pdf>

## **Issue Briefs**

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### ***Teacher Evaluation: New Approaches for a New Decade***

Whether spurred by the hope of Race to the Top funds or the research showing that students in ineffective teachers’ classrooms do not make the academic gains of children taught by more effective educators, a number of states have enacted legislation in the last year to amend teacher evaluation policies. This ECS policy brief provides highlights of these new provisions.

Jennifer Dounay Zinth, June 2010

<http://www.ecs.org/clearinghouse/86/21/8621.pdf>

## Briefing Memos

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### ***Proposed Cuts in Race to the Top Funding: Potential Impact on States***

This briefing memo summarizes recent Race to the Top developments and breaks down the remaining funds available to round II applicants before and after the House's proposed \$500 million budget cut. ECS estimates the number of states that could receive round II funding, and the potential impact on states of the proposed budget cut.

Stephanie Rose, July 2010

<http://www.ecs.org/clearinghouse/86/86/8686.pdf>

### ***Pay for Performance Proposals in Race to the Top Round II Applications***

The Education Commission of the States reviewed all 36 Race to the Top (RttT) Round II applications. Each of the 36 states that applied for Round II funding referenced pay for performance under the heading of "Improving teacher and principal effectiveness based on performance." The majority of states outlined pay for performance initiatives to be implemented upon receipt of RttT funds. Key takeaways from the 36 applications are reviewed in this paper.

Stephanie Rose, July 20, 2010

<http://www.ecs.org/clearinghouse/87/06/8706.pdf>

## Highlights

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### ***State Procedural Due Process Provisions for Out-of-School Suspensions***

In its 1975 ruling on *Goss v. Lopez*, the U.S. Supreme Court ruled that students had a right to due process protections under the U.S. Constitution for out-of-school suspensions that were less than 10 days. This ECS Highlights document summarizes a recent study by Perry Zirkel and Mark Covelle that examined state laws in the wake of the *Goss* decision.

Kyle Zinth, May 2010

<http://www.ecs.org/clearinghouse/85/74/8574.pdf>

### ***Class-Size Policies***

The logic behind keeping class size low is powerful: The fewer kids that teachers have to deal with in a classroom, the thinking goes, the more time they can focus on delivering high-quality individualized instruction. This ECS StateNote examines the characteristics and popularity of two similar approaches that states have chosen to keep classes small by using one of two approaches: Placing caps on the number of students that may be in one classroom; and enacting initiatives to reduce class size.

Kyle Zinth, April 2010

<http://www.ecs.org/clearinghouse/85/21/8521.pdf>

## Research Reviews

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### ***PreK-Grade 3: Which Reading and Literacy Practices Matter Most?***

The compilation of research studies summarized in this document address reading and literacy in grades Pre-K-3rd.

Molly Ryan, December 2010

<http://www.ecs.org/clearinghouse/90/81/9081.pdf>

### ***What Impacts Student Success in College Persistence and Completion?***

This Research Review is a compilation of research study summaries that address postsecondary success and completion. The recent studies address topics such as: transfer rates, pathways to degrees, declining completion rates and student engagement.

Molly Ryan, August 2010

<http://www.ecs.org/clearinghouse/87/25/8725.pdf>

# The Progress of Education Reform

## **Teacher Leaders: Boosting Teacher Effectiveness and Student Achievement**

This issue of *The Progress of Education Reform* discusses the roles teacher leaders can play; how they can contribute to overall school and student success; how some states are formally supporting teacher leaders and the concept of teacher leadership; and policy implications and recommendations for state policymakers on how to explore and/or expand teacher leadership in their states.

Barbara Thompson, December 2010

<http://www.ecs.org/clearinghouse/90/40/9040.pdf>

## **Citizenship Education: Educating Students to be Competent and Responsible Citizens and Leaders**

This issue of *The Progress of Education Reform* examines research on what constitutes citizenship education, how citizenship education contributes to the acquisition of 21st century skills and civic learning opportunity and achievement gaps.

Jennifer Piscatelli, October 2010

<http://www.ecs.org/clearinghouse/87/95/8795.pdf>

## **Investing in College Completion: Research that supports the redeployment of limited resources**

This issue of *The Progress of Education Reform* summarizes recent research that may challenge conventional wisdom on how and where public resources for postsecondary education should be dedicated in an effort to increase college completion rates. Questions to be examined include: 1) How did changes in enrollments and the allocation of resources result in declining college completion rates in the United States? 2) Do shifting enrollments to community colleges save money in the long run? and 3) Can investments in student services rather than instruction increase college completion?

Bruce Vandal, August 2010

<http://www.ecs.org/clearinghouse/87/48/8748.pdf>

## **Teacher Merit Pay: What Do We Know?**

The idea of merit pay programs for educators has been around for several decades and it is starting to be implemented in a growing number of districts around the country. But we have to ask: What do we really know about the impact of merit pay on students? This issue of *The Progress for Education Reform* looks at what impact some of these merit programs have had on student learning

Michael Griffith, June 2010

<http://www.ecs.org/clearinghouse/86/40/8640.pdf>

## **End-of-Course Exams: A growing trend in high school-level assessments**

In recent years, criticism of high school graduates' lack of readiness for college and work has led a number of states to raise high school graduation requirements – particularly in terms of the number and rigor of courses students must pass. This issue of *The Progress of Education Reform* addresses end-of-course assessments at the high school level.

Jennifer Dounay Zinth, April 2010

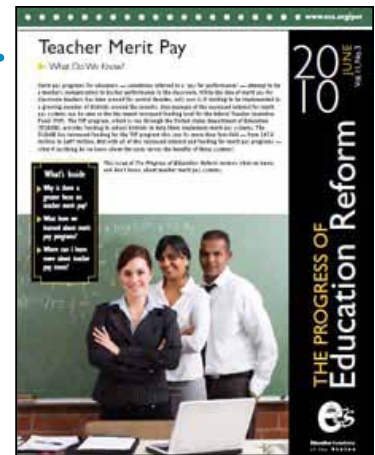
<http://www.ecs.org/clearinghouse/85/33/8533.pdf>

## **Chronic Early Absence: Providing solutions for increasing achievement in the early grades and preventing school drop-out**

This issue of *The Progress of Education Reform* looks at two recent research studies on the issue of chronic early absence and addresses the following: 1) What are the impacts of chronic early absence? 2) Why has it been overlooked? What contributes to chronic early absence? and 3) What can be done to reduce chronic absence in the early grades?

Mimi Howard, February 2010

<http://www.ecs.org/clearinghouse/84/20/8420.pdf>



## Getting Past Go Project



### ***Rebuilding the Remedial Education Bridge to College Success***

In this paper, Getting Past Go describes the current policy landscape for remedial education, explores the critical policy levers that guide the delivery of remedial education on college campuses and studies how policy has either facilitated or impeded innovation in the delivery of remedial education. It outlines some initial findings from the work to date and offers a proposed framework for further study of state and system policy related to remedial education.

Bruce Vandal, May 2010

<http://www.ecs.org/clearinghouse/86/55/8655.pdf>

### ***State Reporting on Developmental Education: Analysis of Findings***

This analysis incorporates our initial overview, a detailed review of the reports and an online “Jam” – or discussion – that took place among state and higher education leaders.

Mary Fulton, April, 2010

<http://www.ecs.org/clearinghouse/85/27/8527.pdf>

## 50-State Databases

### ***The 2010 State Education Policy Tracking Database***

This database reflects summaries (by keyword) of nearly 2,000 state education policy enactments on over 300 education issues. It is updated weekly. Overall, this resource consists of over 31,000 records, providing one-of-a-kind trends in education policy enactments since the 1990s. The state education policy tracking database is accessible anytime, anywhere from the ECS Web site. Monitoring policy changes on a national scale every week allows staff to identify ahead-of-the-curve policy approaches for you – before they are broadly disseminated. For each database entry, staff summarize policy text, add links to full text of policies and assign keywords so you can quickly browse (links do deteriorate over time).

<http://www.ecs.org/ecs/ecscat.nsf/Web2010All?OpenView&Count=-1>

### ***For all years: by topic:***

<http://www.ecs.org/ecs/ecscat.nsf/WebTopicViewAll?OpenView&Count=-1>

### ***Or by state (and topic):***

<http://www.ecs.org/ecs/ecscat.nsf/WebTopicViewStateAll?OpenView&Count=-1>

### ***50-state Kindergarten database:***

[http://www.ecs.org/clearinghouse/KDB/KDB\\_intro\\_SF.asp?50s=show](http://www.ecs.org/clearinghouse/KDB/KDB_intro_SF.asp?50s=show)

## Research Studies Database

*A Sampling of KEY EXTERNAL STUDIES SELECTED BY ECS FOR INCLUSION IN 2010*

### ***Who Leaves? Teacher Attrition and Student Achievement***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000000NVstAAG](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000000NVstAAG)

### ***Is There a de Facto National Intended Curriculum? Evidence from State Content Standards***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000000NX7QAAW](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000000NX7QAAW)

***Why Have College Completion Rates Declined? An Analysis of Changing Student Preparation and Collegiate Resources***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NYCTAA4COUNT](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NYCTAA4COUNT)

***Race, Gender, and Teacher Testing: How Informative a Tool Is Teacher Licensure Testing?***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NibFAAS](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NibFAAS)

***Identifying Effective Classroom Practices Using Student Achievement Data***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NjOMAA0](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NjOMAA0)

***Is There an Expectations Gap? Educational Federalism and the Demographic Distribution of Proficiency Cut Scores***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000Nk0pAAC](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000Nk0pAAC)

***Do Principals Fire the Worst Teachers?***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NkZnAAK](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NkZnAAK)

***Teachers' Mathematical Knowledge, Cognitive Activation in the Classroom, and Student Progress***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NICGAA0](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NICGAA0)

***Do Community Colleges Provide a Viable Pathway to a Baccalaureate Degree?***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NIXYAA0](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NIXYAA0)

***Implicit Prejudiced Attitudes of Teachers: Relations to Teacher Expectations and the Ethnic Achievement Gap***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000Np2QAAS](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000Np2QAAS)

***Measure for Measure: The Relationship Between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Added Scores***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NnAbAAK](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NnAbAAK)

***Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000008YVNAA2](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000008YVNAA2)

***Pathways to Boosting the Earnings of Low-Income Students by Increasing Their Educational Attainment***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NpGwAAK](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NpGwAAK)

***Still a Freshman: Examining the Prevalence and Characteristics of Ninth-Grade Retention Across Six States***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r7000000NmJhAAK](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r7000000NmJhAAK)

***High School Community Service as a Predictor of Adult Voting and Volunteering***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000008iaUAAQ](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000008iaUAAQ)

***Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000008ZvfAAE](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000008ZvfAAE)

***Recent Research on Human Learning Challenges Conventional Instructional Strategies***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000008azhAAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000008azhAAA)

***Information and Employee Evaluation: Evidence From a Randomized Intervention in Public Schools***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r70000008c0qAAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000008c0qAAA)

***Career and Technical Education as Pathways: Factors Influencing Postcollege Earnings of Selected Career Clusters***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008dSJAAY](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008dSJAAY)

***Is the Supply of Mathematics and Science Teachers Sufficient?***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008dTbAAI](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008dTbAAI)

***Baccalaureate Success of Transfers and Rising 4-Year College Juniors***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008drOAAQ](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008drOAAQ)

***Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008dZrAAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008dZrAAA)

***Children's Classroom Engagement and School Readiness Gains in Prekindergarten***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008dzNAAQ](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008dzNAAQ)

***Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for "Hard-to-Staff" Schools***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008fupAAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008fupAAA)

***If and When Money Matters: The Relationships among Educational Expenditures, Student Engagement, and Students' Learning Outcomes***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008fu1AAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008fu1AAA)

***Building Bridges for Student Success: Are Higher Education Articulation Policies Effective?***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008g31AAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008g31AAA)

***The Maturing Mayoral Role in Education***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008h7kAAA](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008h7kAAA)

***Catching Up in Community Colleges: Academic Preparation and Transfer to Four-Year Institutions***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008gaWAAQ](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008gaWAAQ)

***The Relation Between the Type and Amount of Instruction and Growth in Children's Reading Competencies***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008hjFAAQ](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008hjFAAQ)

***The GED***

[http://www.ecs.org/rs/Studies/DetailStudy.aspx?study\\_ID=a0r700000008hG3AAI](http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r700000008hG3AAI)

## Electronic Newsletters

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***e-Clips (sent out every weekday)***

<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp>



Daily news round-up

***e-Connection (sent out weekly)***

<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Connection.asp>



Weekly news report

***Citizenship Matters (sent out every other month)***

<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/cmatters.asp>



## ECS Meetings

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### ***ECS Commissioners Meeting***

Las Vegas, Nevada, December 8-10, 2010

The Commission focused on boosting college completion for a new workforce, with issues including: college completion; value chain that begins in preschool; alignment of completion to workforce development; and the importance of adolescent literacy. Speakers included: The Honorable Brian Krolicki, Lt. Governor, Nevada; Anthony Carnevale, Georgetown University Center on Education and the Workforce; Stan Jones, Complete College America; Jerry Weast, Montgomery (MD) County Public Schools; Travis Reindl, National Governors Association; Stacia Edwards, Workforce Development Initiatives, Ohio Board of Regents; Brian Prescott and Demaree Michelau, Western Interstate Commission on Higher Education; Elizabeth Moje, University of Michigan; Joan Auchter, National Board for Professional Teaching Standards; Steve Bella, Center for State Innovation; Brian Bosworth, FutureWorks; Richard Rhoda, Tennessee Higher Education Commission; Jane Nichols, Nevada System of Higher Education; The Honorable Luther Olsen, Senator, Wisconsin; and George Pernsteiner, Oregon University System.

### ***Engaged Education Now***

Washington, D.C., November 11, 2010

### ***District Leaders Network Meeting***

Detroit, Michigan, October 15-16, 2010

### ***2010 ECS National Forum On Education Policy***

Portland, Oregon, August 18-20, 2010

Focused on ensuring strong career preparation and improved systems to retool displaced adults or assist those looking for a better job opportunity. With generous support from the AT&T Foundation, State Farm Insurance Companies and Corinthian Colleges, ECS was able to bring together state teams of ECS Commissioners and high-level policymakers from 48 states. The meeting featured keynote presentations by speakers such as Clifford Adelman, Michael Kirst, Tennessee Governor Phil Bredesen, David Conley, Linda Darling-Hammond, Frederick Hess and John Medina. Attendees had more than 30 other opportunities available for learning and sharing.

### ***Rural Chiefs Summit***

Rapid City, South Dakota, May 24-26, 2010

Facilitated long-range strategic thinking by bringing together a dozen chief state school officers from rural states. These rural state Commissioners had sought a forum to discuss educational challenges that are unique to rural schools and students – and possible solutions and next steps in addressing those challenges. Innovative use of technology to deliver high-quality instruction was of particular interest.

### ***HealthCorp Thinkers Meeting***

San Francisco, California, May 14, 2010

Facilitated collaboration and the exchange of ideas among healthcare, wellness, education and philanthropic leaders concerning potential approaches aimed at stopping the epidemic of obesity and diabetes in students, while actively engaging students in leadership development and service-learning opportunities.

### ***National Conference on Next Generation K-12 Assessment Systems***

Washington, D.C., March 8-9, 2010

Co-hosted by ECS and the Council of Great City Schools, with support from the new Center for K-12 Assessment & Performance Management, an independent resource created by the Educational Testing Service (ETS). Brought together teams of state and urban district leaders with measurement experts and national policy leaders. Sessions centered on visions for the next generation of assessment systems, prepared by national leaders in the fields of curriculum, instruction and assessment. It also addressed the challenges and opportunities in the Race to the Top assessment program.

### ***ECS Commissioners Meeting***

New Orleans, Louisiana, January 6-8, 2010

The Commission focused on the critical challenge of aligning education policy and practices to economic and workforce needs: effective remediation, more graduates and greater college/work success. Additionally, a special session centered specifically on the Common Core State Standards and how these new standards will be rolled out in states. Commissioners and experts discussed what states will need to consider, change or implement related to assessments, staff development on the standards, any costs related to standards implementation, possible curriculum re-alignment, etc. Speakers included: The Honorable Tim Pawlenty, Governor, State of Minnesota and 2008-10 ECS Chair; The Honorable Jane Oates, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor; and The Honorable Glenn A. Cummings, Deputy Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education.