



# United States

# Education Guidebook

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**About this report**

Australian Education International, North America (AEI North America) developed this report for the Australian Department of Industry, Innovation, Science, Research, and Tertiary Education (DIISRTE) in April 2012. The report seeks to provide an overview of the US education system and its initiatives and resources, along with a range of case studies of education in specific states.

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**About the researchers**

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## 1.0 Introduction: The US Education Landscape

The US education landscape is complex and diverse. With a population of more than 300 million and a Gross Domestic Product (GDP) of USD \$15 trillion, the United States is approximately 15 times larger than Australia.<sup>1</sup> The United States is a federated framework of 50 individual states plus the District of Columbia, each with their own constitutional responsibility and rights for education. Despite their disparities in size, Australia and the United States have much in common with respect to education, including current national goals and policy challenges.

The question for many Australians when seeking to engage with the US education system is usually, “Where does one start?” This report seeks to provide a guide for Australian institutions, government, organisations, and educators to understand and engage that system. It seeks to solve the maze of the US education landscape, provide an overview of policy issues, and present a variety of resource links for more information.

As a reference point, this report also presents education profiles of four US states: California, Florida, New York, and Texas. In view of their population and GDP, these states were considered to have potentially the most in common with Australia with respect to the scale of their education efforts and thus education policy issues and reforms.

The appendices to this report describe education reforms of interest in other US states; provide details on leading education-focused organisations—peak bodies (i.e. professional education associations), foundations, and think tanks addressing education in the United States; and provide information on other innovative education-sector reforms across the United States.

## 2.0 The US Education System

### 2.1 POPULATION AND GDP

The United States is the third most-populous country in the world, with approximately 313 million people supporting the largest single-country economy of USD \$15 trillion in 2011 (In that same year, Australia had a population of 22.23 million people and GDP of AUD \$1.44 trillion.<sup>2</sup>) With a continental land mass similar in size to Australia, the United States also shares many demographic characteristics relevant to education, including:

- One of the more urbanised countries in the world (US, 82%; Australia, 89%)
- A small but steady population growth rate (US, 0.96%; Australia, 1.15%)
- An increasingly diverse population (US: 72.4% white, 16.3% Hispanic, 12.6% black, 0.9% Native American, 5% Asian/Pacific Islander, and 12.5% persons born outside the country; compared to Australia: 92% white, 7% Asian/Pacific Islander, 1% Indigenous)<sup>3</sup>
- Similar age structures among the population (0-14 years: 19% US and 20% Australia; 15-64 years: 67% US and 68% Australia; 65+ years 13% US and 14% Australia).

Additionally, in 2007, the two countries spent similar proportions of their GDP on education: US, 5.50%; Australia, 4.50%.

<sup>1</sup> All data in sections 1.0 and 2.1 were drawn from *The World Fact Book: Australia*, <https://www.cia.gov/library/publications/the-world-factbook/geos/as.html>; and from *The World Fact Book: United States*, <https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>.

<sup>2</sup> Global Finance. “Australia.” <http://www.gfmag.com/gdp-data-country-reports/326-australia-gdp-country-report.html#axzz1e65QxuON>.

<sup>3</sup> Migration Policy Institute. <http://www.migrationinformation.org/DataHub/acscensus.cfm#>. See also, US Census Bureau. “USA.” <http://quickfacts.census.gov/qfd/states/00000.html>.

## 2.2 LINKS TO AUSTRALIA

Australia and the United States have long-established and increasingly connected trade and security relations. From a security perspective, the Australia, New Zealand, United States Security Treaty (ANZUS or ANZUS Treaty) was established in 1951 as a formal alliance that binds Australia and the United States to “consult on mutual threats, and, in accordance with the respective constitutional processes, to act to meet common dangers.” ANZUS was invoked by Australia for the first time in response to the terrorist attacks of 11 September 2001.<sup>4</sup>

From a trade perspective, the United States is the largest investor in Australia, and Australia is the ninth-largest provider of foreign direct investment in the United States. The United States is also Australia’s fifth-largest merchandise export market and its most important export market for services. It is Australia’s largest import source for services and second-largest import source for merchandise.

The United States is also one of the top five source countries for visitors to Australia in terms of numbers and expenditure.<sup>5</sup>

From an education perspective, the Australia-US relationship is underpinned by significant student mobility links, with 10,342 US students studying in Australia (down 1.3% from 2010) and 3,777 Australians studying in the United States in 2011 (up 14.6% from 2010). Australia is the sixth most popular study-abroad destination for US students, and the United States ranks 12<sup>th</sup> as a source of international students for Australia.<sup>6</sup>

The Australian-US Fulbright Program (now equally funded by both governments) was one the first such programmes established in the world. It has been providing support for exchange between Australian and US researchers and scholars for over 60 years. The United States has long been Australia’s largest research partner, as represented by the finding that one in six Australian publications listed in the *Science Citation Index* in 2009 had a US coauthor.<sup>7</sup>

## 2.3 EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY EDUCATION

### 2.3.1 Early Childhood Education (ECE)

The US Census Bureau reports 19.8 million children under age five<sup>8</sup> living in the United States in 2009, of which 52% of three- to four-year-olds were enrolled in preschool or prekindergarten (pre-K).<sup>9</sup> In the United States, early childhood education (ECE) programmes include a wide range of part- and full-day programmes with an education and/or social welfare focus. Across the country, private family day care and centre-based ECE constitute 90% of provisions for children up to the age of three. About two-thirds of this provision is non-profit and one-third for-profit; most is licensed. Employer-sponsored child care and employer contributions to child care, though much in demand, are in short supply.

The most usual forms of education provision outside the home for children up to the age of three are private, followed by publicly funded pre-K and kindergarten provision by the school districts. Pre-K and kindergarten (K) programmes normally are made available to children

<sup>4</sup> Department of Foreign Affairs and Trade. "Australia-US Alliance." [http://www.dfat.gov.au/geo/us/australia\\_us\\_alliance.html](http://www.dfat.gov.au/geo/us/australia_us_alliance.html).

<sup>5</sup> Department of Foreign Affairs and Trade. "Australia–United States Relations." <http://www.dfat.gov.au/geo/us/>.

<sup>6</sup> Institute for International Education. "Open Doors 2011." <http://www.iie.org/en/Research-and-Publications/Open-Doors>.

<sup>7</sup> T. Barlow, *US-Australian Research Collaboration Survey*. Canberra: Department of Industry, Innovation, Science, Research, and Tertiary Education, 2010.

<sup>8</sup> US Census Bureau. "Population Estimates." <http://www.census.gov/popest/>.

<sup>9</sup> NCES, *The Condition of Education 2011*, Table 6, "Percentage of the Population 3- to 34-years-old Enrolled in School," 20.

from the age of four or five, and increasingly from the age of three. Overall, there are three broad types of provision:

- *The purchase-of-services system* — This system includes private centres and family day care homes providing programmes for children from the general population. Their services are subject to the licensing and funding standards of state social service agencies, but pedagogical and pre-service staff requirements can be very low or nonexistent. Most states now require a certain number of annual hours of further training from all staff. Families may also purchase care in unregulated or informal settings such as the homes of family, friends, or neighbours.
- *The public school system* — In general, all states offer free, half-day kindergarten for five-year-olds and have reached a coverage level of about 90%. Most states offer publicly funded pre-K programmes for some three- and four-year-old children.
- *Head Start and Early Head Start* — These are comprehensive child development programmes that serve children five years old and younger, pregnant women, and their families. They typically enrol primarily three- and four-year-olds and are child- and family-focused programmes with the overall goal of increasing the school readiness of young children in low-income families. Head Start served approximately 984,000 children and their families in the 2009-10 school year. Approximately 134,000 children aged three and under were served by the Early Head Start Program.<sup>10</sup>

The US Department of Health and Human Services (DHHS) manages most of the funding for social services (including the Head Start programme), but the policy and provision of child care are matters for each state. States may provide compensatory and special education for three- to five-year-olds deemed to be disadvantaged, funded mainly by the US Department of Education (DOE). As of 2001, there were 69 different federal programmes providing or supporting education and care for children under five; nine different federal agencies and departments administered these programmes.<sup>11</sup>

DHHS and DOE also provide technical assistance and research support to assist states in implementing programmes and to encourage the replication of best practices. Increasingly, states are taking a leadership role in developing and implementing pre-K and early intervention services for young children at risk. However, the policies in place and the allocation of resources vary greatly across and within states, with 10 states providing no state funding for pre-K in 2010.<sup>12</sup>

### 2.3.2 Elementary and Secondary Education

The US elementary and secondary education systems vary by state and local district, including different school types, governance structures, and funding arrangements. Approximately 50 million US students were enrolled in public pre-K-through-grade-12 education (pre-K-12), attending almost 100,000 schools. (By contrast, Australia has 10,000 schools serving 3.4 million full-time students.) In 2009, 55% of the US students were white, 22% were Hispanic, 15% were black, and 8% were members of other racial or ethnic groups. Additionally, some 21% of US children aged 5- to 17-years-old (11.2 million) spoke a language other than English at home.<sup>13</sup>

<sup>10</sup> National Head Start Association. "Basic Head Start Facts." [http://www.Basic\\_head\\_start\\_facts\\_rev02212011.pdf](http://www.Basic_head_start_facts_rev02212011.pdf).

<sup>11</sup> General Accounting Office. "Early Childhood Programs." <http://www.gao.gov/new.items/d01542.pdf>.

<sup>12</sup> S. W. Barnett et al. "The State of Pre-School 2010 (Executive Summary)," Table-1. [http://nieer.org/yearbook/pdf/yearbook\\_executive\\_summary.pdf](http://nieer.org/yearbook/pdf/yearbook_executive_summary.pdf).

<sup>13</sup> NCES, *The Condition of Education 2011*, Indicator 2, 22; see also Indicator 5, 28; and Indicator 6, 30.



US public pre-K-12 enrolment is projected to continue growing every year from 2009 to 2018.<sup>14</sup> In 2009, nearly 6 million students were enrolled in US private schools<sup>15</sup> and 1.4 million students were enrolled in approximately 4,700 public charter schools, which are independently governed public schools, are separate from this management paradigm.<sup>16</sup>

Elementary education ranges from first grade through grades 4, 5 or 6, depending on state and district regulations. The upper level of primary education is often organised separately into a unit called middle school, which begins at grade 4, 5, or 6 and ends at grade 6, 7, or 8. Alternately, the lower grades of secondary education (grades 6, 7, 8, or 9, depending on state and district regulations) are sometimes organised separately into what is called junior high school. Regular secondary education is called high school, beginning in grade 8, 9, or 10 and ending at grade 12—again depending on state and district regulations.

Compulsory schooling ends by law at age 16 in 30 states, at age 17 in nine states, and at age 18 in 11 states plus the District of Columbia. Students may drop out of school if they have reached the age established in their state's law for the end of compulsory schooling, but dropouts are not considered to have completed school and receive no certificate or award. A recent study by the Alliance for Excellent Education reported that one in three US high school students does not graduate, and that nearly 2,000 low-performing high schools accounted for more than half of the nation's 1.2 million high school dropouts. Approximately 58% of black and 50% of Hispanic students who dropped out of the Class of 2008 attended those schools.<sup>17</sup> On the positive side, approximately 70% of students who completed high school in 2009 enrolled in postsecondary education immediately after graduation.<sup>18</sup>

Two basic school-leaving certificates are awarded for completing high school in the United States: the high school diploma, awarded to graduates of secondary school; and the General Educational Development (GED) certificate, awarded to individuals who left school but later complete the GED examination and an optional specially supervised study programme. High school diplomas represent a variety of different curricula and standards. Some 2.8 million US students are awarded some form of high school diploma each year; in 2010, 474,000 students successfully completed the GED exam.<sup>19</sup>

### 2.3.3 Career and Technical Education (CTE)

In the United States, career and technical education (CTE) spans secondary, postsecondary, and adult education levels. As with other education sectors, CTE is primarily the responsibility of states or local regions through their support of schools and technical or community colleges.

In high schools, CTE encompasses family and consumer sciences education, general labour market preparation, and vocational or occupational education. It may form part of a course of study leading to postsecondary education, employment, or both. As of 2002, nearly 88% of all US high schools offered some form of CTE. In that same year, at the high school level, CTE was provided in three main settings, including approximately 17,000 comprehensive high schools that offered occupational programmes on- or off-site, 900 full-time CTE high

<sup>14</sup> NCES. "Fast Facts, State-Level Statistics—Question: What Type of State-Level Data Does NCES Offer?" <http://nces.ed.gov/fastfacts/display.asp?id=52>.

<sup>15</sup> NCES. "Fast Facts, Enrollment Trends: What Are the Enrollment Trends in Public and Private Elementary and Secondary Schools?" <http://nces.ed.gov/fastfacts/display.asp?id=65>.

<sup>16</sup> NCES, *The Condition of Education 2011*, Indicator 3, 24.

<sup>17</sup> Alliance for Excellent Education. "Prioritizing the Nation's Lowest-Performing High Schools." <http://www.all4ed.org/files/PrioritizingLowestPerformingSchools.pdf>.

<sup>18</sup> NCES, *The Condition of Education 2011*, Indicator 21, 68.

<sup>19</sup> American Council on Education General Education Testing Service. "2010 GED Testing Program Statistical Report." [http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GED\\_ASR\\_2010.pdf](http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GED_ASR_2010.pdf).

schools, and 1,200 area CTE schools.<sup>20</sup> In 2006, approximately 3,800 accredited, degree-granting, sub-baccalaureate institutions granted CTE credentials to 981,000 students.<sup>21</sup>

Federal involvement in CTE is funded principally through the Carl D. Perkins Career and Technical Education Act (Perkins Act). The provisions of this Act are designed to focus on the academic achievement of CTE students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability.<sup>22</sup> The DOE's Office of Vocational and Adult Education (OVAE) is responsible for administering state formula and discretionary grant programmes funded by the Perkins Act. Additionally, OVAE provides assistance to states to improve programme quality and establish national initiatives that help states implement rigorous CTE programmes.<sup>23</sup>

At the postsecondary level, CTE is linked to preparation for employment in specific occupations or careers; however, postsecondary credentials in career fields may also lead to further education. Adults may participate in formal education and training to acquire, maintain, and upgrade their workforce skills.

Approximately 5,700 postsecondary institutions offered CTE to undergraduates in 2005. Of these, four-year colleges and universities accounted for approximately 2,000 students, as did two-year colleges; approximately 1,600 were at the sub-baccalaureate level. The for-profit sector plays a significant role in postsecondary career education, with 322 institutions offering CTE at the four-year level, 749 at the two-year level, and 1,285 at the less-than-two-year level.<sup>24</sup>

## 2.4 POSTSECONDARY EDUCATION

### 2.4.1 Types of Institutions

In academic year (AY) 2008-09, there were 6,632 postsecondary Title IV institutions in the United States. Title IV institutions are those accredited by an agency that is recognised by the DOE and thus eligible to receive federal funds under Title IV of the Higher Education Act. This total includes 4,409 degree-granting institutions—among these 1,690 two-year colleges and 2,719 four-year institutions—along with 2,223 non-degree-granting institutions.<sup>25</sup>

In many states, public colleges and universities are organised into systems headed by a president or chancellor, often with a governing board that oversees all the institutions in the system. The models vary among the states. In California, systems are organised by institutional type, with research universities in the University of California system, master's-level institutions in the California State University system, and community colleges in their own system. In other states, such as Maryland and Wisconsin, all or most of the four-year institutions, including the flagship university, are part of a single system. Generally, the heads of the constituent campuses are selected by and report to the system head. In some cases, the campus head is called the president; in others, that person is deemed the chancellor, with the system head having the other title.

US higher education institutions are often categorised by their Carnegie Classifications™, described in the following text box:

<sup>20</sup> K. Levesque, J. Laird, E. Hensley, S. P. Choy, E. F. Cataldi, and L. Hudson. *Career and Technical Education in the United States: 1990 to 2005* (NCES 2008-035). Washington, DC: National Center for Education Statistics (NCES) Institute of Education Sciences, US Department of Education, 2008, <http://nces.ed.gov/pubs2008/2008035.pdf>.

<sup>21</sup> NCES Institute of Education Sciences. "Issue Brief—Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials From 1997 to 2006," September 2008. <http://nces.ed.gov/pubs2008/2008001.pdf>.

<sup>22</sup> US Department of Education (DOE). "Reauthorization of Perkins." <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>.

<sup>23</sup> DOE. "Office of Vocational and Adult Education." <http://www2.ed.gov/about/offices/list/ovae/index.html>.

<sup>24</sup> K. Levesque et al., *Career and Technical Education*, 77.

<sup>25</sup> NCES Institute for Education Statistics. "Fast Facts: How Many Educational Institutions Exist in the United States?" <http://nces.ed.gov/fastfacts>.



## Carnegie Classification Descriptions

The Carnegie Classification of Institutions of Higher Education™ was established in 1970 for research purposes and has become commonly used in the United States. This classification framework has been revised several times throughout its history. The most recent revision, in 2010, introduced a set of multiple, parallel classifications that offer different ways of understanding US higher education—for example, categorising postsecondary institutions by undergraduate instructional programme, graduate instructional programme, enrolment profile, undergraduate profile, and institutional size and setting. The framework also includes a number of elective classifications such as community engagement, in which institutions voluntarily participate.

Institutional categories in the basic Carnegie Classification system are as follows:

- **Associate's Colleges** — includes institutions where all degrees awarded are at the associate's level, or where bachelor's degrees account for less than 10% of all undergraduate degrees. Excludes institutions eligible for classification as Special Focus Institutions or Tribal Colleges.
- **Doctorate-Granting Universities** — includes institutions that awarded at least 20 research doctoral degrees during AY 2008-09 (excluding doctoral-level degrees that qualify recipients for entry into professional practice such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.
- **Master's Colleges and Universities** — generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during AY 2008-09 with occasional exceptions. Excludes Special Focus Institutions and Tribal Colleges.
- **Baccalaureate Colleges** — includes institutions at which baccalaureate degrees represent at least 10% of all undergraduate degrees and fewer than 50 master's degrees or 20 doctoral degrees were awarded during AY 2008-09 (Some institutions above the master's degree threshold are also included.). Excludes Special Focus Institutions and Tribal Colleges.
- **Special Focus Institutions** — includes institutions awarding baccalaureate or higher-level degrees at which a high concentration of degrees (above 75%) is in a single field or set of related fields. Excludes Tribal Colleges.
- **Tribal Colleges** — includes colleges and universities that are members of the American Indian Higher Education Consortium, as identified by the Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics Survey. Excludes Special Focus Institutions.

Source: Carnegie Foundation for the Advancement of Teaching, "Basic Classification Description," [http://classifications.carnegiefoundation.org/descriptions/basic.php\\_](http://classifications.carnegiefoundation.org/descriptions/basic.php_)

### 2.4.2 Two-Year Institutions

*Two-year college* refers to all institutions at which the highest degree awarded is a two-year degree (i.e., associate of arts or science, associate of general studies, associate of applied arts or science). Types of two-year colleges include community colleges, junior colleges, technical colleges, and technical institutes. Two-year colleges may be public, private, proprietary, or special purpose, although public institutions represent the majority of community colleges. States, counties, municipalities, school districts, universities, and religious organisations have all organised community colleges.

*Community college* generally refers to comprehensive public institutions that offer six-month vocational diplomas; one- and two-year vocational, technical, and preprofessional certificates; two-year programmes of general or liberal education leading to an associate's degree; or adult and continuing education programmes.<sup>26</sup>

*Junior college* refers to institutions whose primary mission is to provide a general and liberal education leading to transfer to a four-year institution and completion of the baccalaureate degree. Junior colleges, which are more likely to be private rather than public institutions, often also provide applied science and adult and continuing education programmes.

*Technical college* and *technical institute* refer only to institutions awarding no higher than a two-year degree or diploma in a vocational, technical, or career field. Technical colleges—which can be public, private nonprofit, or proprietary (for-profit) entities—often offer degrees in applied sciences and in adult and continuing education.<sup>27</sup>

Overall, some 7.5 million students were enrolled in two-year institutions in the United States in 2009, including 7.1 million in public institutions and 420,000 in private institutions. Enrolment in for-profit, two-year institutions was 385,000.

Most public community colleges are operated either within special districts that draw property tax revenues from the local community as a division of a state university or as an institution within a statewide higher education system. In all cases, a board of trustees, appointed by the state governor or elected by citizens, governs community colleges.

Community colleges generally operate under a policy of open admissions, whereby anyone with a high school diploma may attend, regardless of prior academic status or college entrance examination scores. However, not all programmes of study at community colleges are open to all students; in some cases, students must pass an assessment test before enrolling.

### **2.4.3 Four-Year Institutions (Universities and Colleges)**

Within the four-year category of US postsecondary institutions, the major groups are baccalaureate (or undergraduate) colleges, master's colleges and universities, and doctorate-granting institutions. In the United States the term "college" is generally used to describe any institution of higher education. However, a college is usually a 4-year undergraduate institution that grants undergraduate degrees. A college, typically composed of 1 or more schools, may be part of a university. Colleges may be independent or affiliated to universities.

The name of an institution is not necessarily a guide to the program it offers as some colleges and universities only provide programs with entry based on the 2-year Associates Degree and some universities do not offer Doctoral programs.

In AY 2008-09, there were 2,719 accredited, degree-granting, four-year institutions in the United States.<sup>28</sup>

### **2.4.4 Student Enrolments**

In fall 2009, approximately 20.4 million students were enrolled in degree-granting postsecondary institutions in the United States.<sup>29</sup> Of these, 17.6 million were undergraduate

<sup>26</sup> The University of Texas at Austin. "US Community Colleges by State." <http://www.utexas.edu/world/comcol/state/>; see also American Community Colleges, "What is a Community College?" [http://www.americancommunitycolleges.com/isg\\_articles/whatis-communitycollege.php](http://www.americancommunitycolleges.com/isg_articles/whatis-communitycollege.php).

<sup>27</sup> StateUniversity.com. "Community Colleges." <http://education.stateuniversity.com/pages/1873/Community-Colleges.html>.

<sup>28</sup> NCES, *The Condition of Education 2011*, Table A-42-1 (Washington, DC: NCES, 2011). 281.

students, including 13.4 million who were enrolled in public institutions; 2.3 million in private, non-profit institutions; and 1.6 million in for-profit institutions. Enrolment in the US for-profit postsecondary sector has grown dramatically in the past decade, nearly quadrupling between 2000 and 2009.<sup>30</sup>

In AY 2008-09, there were 2.9 million students enrolled in US postbaccalaureate programmes, about half of them in private institutions. Approximately 657,000 were enrolled in master's degree programmes, 68,000 were in doctoral-degree programmes, and 92,000 were in first-professional-degree programmes.<sup>31</sup>

A considerable number of US undergraduates enrol as part-time students, especially in the community college sector. Of the approximately 10 million students enrolled in US four-year institutions in AY 2008-09, approximately 2.1 million attended part-time. Of the 7.5 million students enrolled in two-year institutions, approximately 4.3 million attended part time.<sup>32</sup>

US students are likely to work while they study. In AY 2008-09, approximately 41% of full-time and 76% of part-time students between the ages of 16 and 24 were employed.<sup>33</sup>

The racial and ethnic distribution of US undergraduate students in AY 2008-09 was as follows: 62% white, 15% black, 13% Hispanic, 7% Asian/Pacific Islander, 2% nonresident alien, and 1% American Indian/Alaska Native.<sup>34</sup>

## 2.5 POLITICAL CONTEXT

The US Constitution does not specify a federal role or responsibility for public education; however, the 10th Amendment to that Constitution, which reserves legislative power to the states, has been interpreted to mean that public education is a state responsibility. As education has become viewed as increasingly critical to the nation's economic future, it has become more prominent on the agendas of US presidents and congressional legislators. President George W. Bush's administration took an activist federal role in US elementary and secondary education with the passage of the No Child Left Behind Act of 2001. This Act holds public schools accountable through high-stakes testing.

Despite limited federal funding, the current administration of President Barack Obama is also committed to playing an active role in public school reform. The centrepiece of President Obama's federal education reform agenda is Race to the Top (RTTT), a USD \$4.35 billion competitive grant fund (see Section 2.8.1.1). With regard to postsecondary education, the Obama administration's declared goal is for 60% of young adults in the United States to have earned an associate's or bachelor's degree by 2020, up from the current rate of 43%. This amounts to an additional eight million graduates from US universities and community colleges.<sup>35</sup> The President's goal has galvanised the higher education community as well as foundations that are supporting initiatives to address this national challenge.

Both the United States and Australia are engaged in education reform at the national level and with a sense of challenge and urgency. As President Obama noted, "[a] world-class education is the single most important factor in determining not just whether our kids can compete for the best jobs but whether America can out-compete countries around the world....We will provide the support necessary for [Americans] to complete college and meet

<sup>29</sup> NCES Institute for Education Statistics, "Fast Facts, Enrollment: Do You Have Information on Postsecondary Enrollment Rates?" <http://nces.ed.gov/factfacts/display.asp?id=98>.

<sup>30</sup> NCES, *The Condition of Education 2011*, Table A-39-1, 272; Indicator 8, 34.

<sup>31</sup> *Ibid*, Indicator 9, 36; Table A-41-1, 277-78.

<sup>32</sup> *Ibid*, Table A-8-2, 172.

<sup>33</sup> *Ibid*, Indicator 45, 124.

<sup>34</sup> *Ibid*, Table A-8-3, 173.

<sup>35</sup> *Ibid*.

a new goal: by 2020, America will once again have the highest proportion of college graduates in the world."<sup>36</sup>

Similarly, Australian Prime Minister Julia Gillard stated in 2011 that “for [Australia’s] young people, our goal is nothing less than the best education system in the world, characterised by ‘great schools led by great principals and staffed by great teachers,’ ... ‘universities creating opportunities for all’... and... ‘a world-class, market-driven TAFE [technical and further education] and vocational training system—designed to deliver the expertise and skills to unleash a new wave of innovation in Australian industry.”<sup>37</sup>

## 2.6 EDUCATION FUNDING

### 2.6.1 Elementary and Secondary

In the United States, K-12 education generally is regarded as a state and local issue. Of the USD \$599 billion in total public school revenues spent in AY 2007-08 federal sources accounted for 8% of total funding while state and local sources made up 48% and 44%, respectively. The average total per-student expenditure in AY 2007-08 was USD \$12,236, as measured in fiscal year (FY) 2009-10 constant dollars.<sup>38</sup> Australian federal funding for government schools is similar to US spending, accounting for 8.6% of total funding in FY 2007-08.

Significant variations exist across the American states in the percentage of public school revenues derived from federal, state, and local governments. In AY 2007-08, the percentage of revenues from federal sources was highest for Louisiana and Mississippi (17% and 16%, respectively) and lowest in New Jersey and Connecticut (4% each). In 25 states, the majority of education revenues came from state governments; in 15 states and the District of Columbia, the majority of revenues came from local sources. The percentage of revenues from property taxes also differed by state, ranging from a high of 54% in Connecticut to near 0% each in Hawaii and Vermont. In 10 states, no single revenue source made up a majority of all education revenue.<sup>39</sup>

Through dozens of opinions issued every year, the US judicial system also plays a role in issues regarding elementary and secondary schools on matters ranging from access and equity to free speech and funding.<sup>40</sup>

Funding for private elementary and secondary schools in the United States generally is provided through tuition and fees (averaging USD \$10,000 per year), endowments, scholarship/voucher funds, and donations and grants from religious organisations or private individuals.

### 2.6.2 Postsecondary

In AY 2008-09, public postsecondary institutions in the United States received USD \$267 billion in total revenues; private nonprofit institutions received USD \$69 billion; and for-profit institutions received USD \$19 billion. State appropriations were the largest source of revenue for public institutions, accounting for 25% of total funding on average, with student tuition following close behind at 19%.<sup>41</sup>

<sup>36</sup> The White House. “Education.” <http://www.whitehouse.gov/issues/education/>.

<sup>37</sup> Prime Minister Julia Gillard, speech delivered before the Committee for Economic Development for Australia, Melbourne, 1 February 2011, <http://www.pm.gov.au/press-office/speech-ceda-luncheon/?zbrandid=2031&zidType=CH&zid=1456860&zsubscriberId=500906008&zbdom=http://ceda.informz.net>.

<sup>38</sup> NCES, *The Condition of Education 2011*, Indicator 35, 100; Indicator 36, 102.

<sup>39</sup> NCES, *The Condition of Education 2011*, Indicator 35, 100.

<sup>40</sup> D. Jensen, “The Role of the Courts in Education: Just Arbiters and Unwanted Intruders?” *Education Week*, 12 January 1983, <http://www.edweek.org/ew/articles/1983/01/12/03030001.h02.html>.

<sup>41</sup> NCES, *The Condition of Education 2011*, Table A-50-1, 306.

Total expenditures for postsecondary education amounted to USD \$273 billion in AY 2008-09. Of this, USD \$141 billion was spent by public institutions and USD \$16 billion by private institutions. Public and private nonprofit institutions spent the most per student on instruction (USD \$7,534 and USD \$15,215, respectively); private, for-profit institutions spent USD \$3,069 per student.<sup>42</sup>

The rising cost of US higher education is a concern for students, families, and policymakers. Public institutions have differential fees for in-state and out-of-state students (the latter fee also applies to international students). Average tuition and fees per year (excluding all other costs such as housing or books) for institutions in AY 2011-12 were as follows<sup>43</sup>:

- Public four-year institutions: USD \$8,244 in-state; USD \$20,770 out-of-state
- Private four-year institutions: USD \$28,500
- Two-year public colleges: USD \$2,963
- Private, for-profit institutions: USD \$14,487

In the United States, the cost of higher education attendance has risen faster than inflation. During the past decade, costs at public four-year universities rose at an average rate of 5.6% per year above the inflation rate while that at private institutions was 2.6% above the inflation rate.<sup>44</sup>

It is important to note that these costs often are offset by grants, tax credits, and loans. In AY 2010-11, for example, financial aid programmes provided USD \$227.2 billion in grants, loans, tax credits, and work-study assistance to about 11 million US postsecondary students. In AY 2011-12, full-time undergraduates received an estimated average of USD \$5,750 in grant aid from all sources and federal tax benefits at public four-year institutions. These students received USD \$15,530 at private, nonprofit, four-year institutions; and USD \$3,770 at public two-year colleges.<sup>45</sup>

Additionally, US students borrowed an estimated USD \$7.9 billion in loans from state and private sources to support their higher education.<sup>46</sup> The rising level of student indebtedness is a concern for many students and families. In AY 2010-11, 55% of students graduating from the four-year institutions where they began their studies graduated with debt averaging USD \$22,000. About two-thirds of graduates of private institutions graduated with debt averaging USD \$28,000.<sup>47</sup>

## 2.7 EDUCATION GOVERNANCE

### 2.7.1 Federal Government

The US Department of Education (DOE) was established as a cabinet-level department in 1979. The Secretary of Education, who is nominated by the President and confirmed by the Senate, heads the Department. The DOE is responsible for establishing policies related to federal education funding as well as distributing and monitoring its use, for enforcing federal laws prohibiting discrimination in programmes that receive federal funds, for collecting data and overseeing research on US schools, and for identifying and focusing attention on major issues in education.<sup>48</sup>

<sup>42</sup> Ibid, Table A-50-1, 306; Indicator 50, 134.

<sup>43</sup> The College Board, *Trends in College Pricing*. (Princeton, NJ: The College Board, 2011), 10. [http://trends.collegeboard.org/downloads/College\\_Pricing\\_2011.pdf](http://trends.collegeboard.org/downloads/College_Pricing_2011.pdf).

<sup>44</sup> Ibid, 3.

<sup>45</sup> Ibid, 4.

<sup>46</sup> The College Board, *Trends in Student Aid*. (Princeton, NJ: The College Board, 2011), 3. [http://trends.collegeboard.org/downloads/Student\\_Aid\\_2011.pdf](http://trends.collegeboard.org/downloads/Student_Aid_2011.pdf).

<sup>47</sup> Ibid, 4.

<sup>48</sup> DOE. "An Overview of the US Department of Education." <http://www2.ed.gov/about/overview/focus/what.html#whatis>.



The DOE's elementary and secondary programmes annually serve 15,000 school districts and approximately 55 million students<sup>49</sup> attending some 99,000 public schools<sup>50</sup> and 33,000 private schools.<sup>51</sup>

### 2.7.2 State Government

Each state has a state board of education whose members typically are appointed by the governor or, in some instances, elected by citizens.<sup>52</sup> State boards of education operate as lay bodies that oversee state education. They are intended to serve as unbiased brokers for education decision making, focusing on the big picture and articulating the long-term vision and needs of public education. Though the scope of board responsibility is defined differently in every state, common areas of jurisdiction prevail. These areas include the establishment of statewide curriculum standards, high school graduation requirements, qualifications for professional education personnel, state accountability and assessment programmes, standards for accreditation of local school districts and preparation programmes for teachers and administrators, and rules and regulations for the administration of state and federal programmes.<sup>53</sup>

Approximately half of state boards of education hire a state superintendent or commissioner for state oversight and programme implementation.<sup>54</sup> In the remaining states, this position is either appointed by the governor or elected by the public. State laws and/or regulations governing education may be adopted by the state legislature or developed through administrative rule making by the state board of education.

### 2.7.3 Local Community

Public education governance in the United States is grounded in the principle of local control. All 50 states have a system of public education that grants authority to local communities. Schools are organised in local districts that vary in size from 26 students to more than one million.<sup>55</sup> The approximately 15,000 local school districts in the United States are governed predominantly by school boards, which are elected by their local communities. The responsibilities of school boards include, but are not limited to, the following: hiring and evaluating the local superintendent of schools, principals, and other district employees; overseeing programmes of study; and budgeting resources for school construction and operation.<sup>56</sup>

The role of the local superintendent of schools includes, but is not limited to: overseeing day-to-day school operations, designing the district's educational programme, developing budgets for school board approval, evaluating principals, and keeping current with legislative and state administrative policy.

Public charter schools, which are independently governed public schools, are separate from this management paradigm. Since the first US charter school opened in Minnesota in 1992,

<sup>49</sup> NCES Institute for Educational Statistics. "Fast Facts, Enrollment: What Are the Enrollment Trends in Public and Private Elementary and Secondary Schools in the US?" <http://nces.ed.gov/fastfacts/display.asp?id=65>.

<sup>50</sup> NCES Institute for Educational Statistics. "Fast Facts, Educational Institutions: How Many Educational Institutions Exist in the United States?" <http://nces.ed.gov/fastfacts/display.asp?id=84>.

<sup>51</sup> S. P. Broughman, N. L. Swaim, and C. A. Hryczaniuk, *Characteristics of Private Schools in the United States: Results From the 2009-10 Private School Universe Survey* (NCES 2011-339). (Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education, 2011), 2. <http://nces.ed.gov/pubs2011/2011339.pdf>.

<sup>52</sup> National Association of State Boards of Education. "How Do You Become a State Board Member?" [http://nasbe.org/index.php?option=com\\_content&view=article&id=216:how-do-you-become-sbm&catid=32:faq-sbe&Itemid=1035](http://nasbe.org/index.php?option=com_content&view=article&id=216:how-do-you-become-sbm&catid=32:faq-sbe&Itemid=1035).

<sup>53</sup> DOE. "State Education Agency." [http://wdcrobcop01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_cd=SEA](http://wdcrobcop01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SEA).

<sup>54</sup> National Association of State Boards of Education. "How Many State Superintendents/Commissioners are Appointed by the State Board?" [http://nasbe.org/index.php?option=com\\_content&view=article&id=375:superintendents-commissioners-appointed-elected&catid=32:faq-sbe&Itemid=1035](http://nasbe.org/index.php?option=com_content&view=article&id=375:superintendents-commissioners-appointed-elected&catid=32:faq-sbe&Itemid=1035).

<sup>55</sup> US Census Bureau. "School District Interactive Tables." <http://www.census.gov//did/www/saipe/district.html>.

<sup>56</sup> National School Boards Association. "The Key Work of School Boards: Student Achievement." <http://www.nsba.org/Board-Leadership/Governance/KeyWork>.



the charter school movement has grown to more than 5,000 schools serving more than 1.7 million students.<sup>57</sup> Where allowed by state law, a private group of citizens can petition the local authorising authority to establish a public charter school. Charter schools receive certain regulatory waivers from public school districts in exchange for promising better academic results. Charter school operators usually are given three to five years to demonstrate results, during which time the academic performance of their school is monitored by the authorising authority. If academic performance lags behind that of comparable public schools, the school's charter is revoked and the school is closed.

In the United States, the term *private school* can be applied to any school for which the facilities and funding are not provided by the federal, state, or local government.<sup>58</sup> Existing as either independent (self-owned) or parochial (church-owned) institutions, these 30,000 schools enrolled approximately 5.5 million students in grades pre-K-12 (10% of the US student population) in AY 2009-10.<sup>59</sup> Religious institutions and organisations operate the majority of US private schools.<sup>60</sup> Though private schools are not subject to significant government oversight or regulation, they are accredited by the same six regional accreditation agencies or related organisations that accredit public higher education in the United States.

## 2.7.4 Higher Education

### 2.7.4.1 Accreditation

Accreditation of US grade schools, colleges, and universities is conducted by the regional accreditation bodies established between 1887 and 1923 to serve six defined geographic areas. Each regional accrediting organisation encompasses the vast majority of public and non-profit-private educational institutions in the region it serves.<sup>61</sup> Additionally, the Accrediting Commission of Career Schools and Colleges accredits some 800 private, postsecondary, non-degree-granting institutions and degree-granting institutions—including those granting associate's, baccalaureate (or bachelor's), and master's degrees—that are predominantly organised to educate students for occupational, trade, and technical careers, and including institutions that offer programmes via distance education.<sup>62</sup>

### 2.7.4.2 Governing Boards

Higher education institutions are governed by boards, which may be called boards of regents, directors, trustees, or governors. The size, structure, and appointment of these boards vary. Members of public boards may be appointed by the governor, elected by voters (in the case of community colleges), or chosen partly by the groups they represent, such as an institution's alumni. Boards of private institutions usually are self-perpetuating, meaning that the board members themselves select new members as others' terms expire. The length of board members' terms varies from 3 years to as long as 12 years. Most boards have bylaws governing their structure, policies, and operating procedures.

Governing boards have fiduciary responsibility for their institutions. Typically, they are responsible for appointing the presidents or chancellors of those institutions and for overseeing policy to ensure their institutions' effective and efficient operation. (Some

<sup>57</sup> Center for Education Reform. "Number of US Charter Schools Grows by 9 % in 2010." [http://www.nndsonline.org/downloads/Number %20of %20US %20Charter %20Schools %20Grows %20by %209 %20Percent %20in %202010.pdf](http://www.nndsonline.org/downloads/Number%20of%20US%20Charter%20Schools%20Grows%20by%209%20Percent%20in%202010.pdf).

<sup>58</sup> National Association of Independent Schools. "Frequently Asked Questions." <http://www.nais.org/parents/faq.cfm?ItemNumber=153070>.

<sup>59</sup> NCES, *The Condition of Education 2011*, Indicator 4-2011. [http://nces.ed.gov/programs/coe/indicator\\_pri.asp](http://nces.ed.gov/programs/coe/indicator_pri.asp); NCES. "Private School Universe Survey," Table 1. [http://nces.ed.gov/surveys/pss/tables/table\\_2009\\_14.asp](http://nces.ed.gov/surveys/pss/tables/table_2009_14.asp).

<sup>60</sup> NCES. "Private School Universe Study: Number of Private Schools, by Religious Orientation and Community Type: 1989–90 Through 2005–06." [http://nces.ed.gov/surveys/pss/tables/table\\_whs\\_01.asp](http://nces.ed.gov/surveys/pss/tables/table_whs_01.asp).

<sup>61</sup> Council on Higher Education Accreditation. "Recognized Accrediting Agencies 2012." [http://www.chea.org/pdf/CHEA\\_USDE\\_AllAccred.pdf](http://www.chea.org/pdf/CHEA_USDE_AllAccred.pdf).

<sup>62</sup> "Accrediting Commission of Career Colleges and Schools." <http://www.accsc.org>.

presidents, however, are appointed by system heads or statewide governing boards.) Though governing boards typically are an institution's highest authority, they usually share power and responsibility with their institutions' presidents, senates, and other bodies.

## 2.8 RECENT REFORM INITIATIVES

### 2.8.1 Elementary and Secondary Education Act (ESEA) Reauthorisation

In March 2010, the Obama administration presented its "Blueprint for Reform," a detailed proposal for the future direction of US educational reform efforts and the reauthorisation of the ESEA. These included efforts aimed at improving teacher and principal effectiveness, providing more useful information to families, implementing college- and career-readiness standards, and improving student learning and achievement.<sup>63</sup>

#### 2.8.1.1 Race to the Top (RTTT)

The Obama administration has provided important incentives for reform by making USD \$4.5 billion available to states through its RTTT competitive grants. To be eligible to apply for these grants, states must demonstrate ambitious, comprehensive plans for reforming their education systems. The reforms must focus on adopting rigorous college- and career-readiness standards and high-quality assessments, establishing efficient data systems, increasing teacher effectiveness and the equitable distribution of effective teachers, and turning around the lowest-performing schools. Delaware and Tennessee were awarded RTTT funds in the first phase of the grant programme, the results of which were announced 10 March 2010. The awards for the second phase were made on 24 August 2010, to the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island.<sup>64</sup>

The Obama administration has instituted programmes and provided funding to support initiatives across these focus areas, and it is assisting the National Governors Association and Council of Chief State School Officers (CCSSO) in the development and implementation of the Common Core Standards (see Section 2.8.1.2.). In December 2011, it additionally awarded USD \$500 million across nine states through the RTTT Early Learning Challenge, which focuses on improving early learning and development programmes.<sup>65</sup>

#### 2.8.1.2 The Common Core State Standards Initiative

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association's Center for Best Practices and the CCSSO to provide a clear and consistent framework for preparing US students for college and the workforce. The standards were developed in collaboration with teachers, school administrators, and experts from education and other fields. Thus far, they have been adopted by nearly all the states except Alaska, Texas, Virginia, Minnesota, and Nebraska.

The Common Core standards define the knowledge and skills students should attain throughout their K-12 educational careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses or in workforce training programmes.<sup>66</sup> Work is underway, led by a consortium of states, to develop assessment instruments that states can use to measure student mastery of the Common Core standards.<sup>67</sup>

<sup>63</sup> DOE. "A Blueprint for Reform." <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>.

<sup>64</sup> DOE. "Race to the Top Fund." <http://www2.ed.gov/programs/racetothetop/awards.html>.

<sup>65</sup> DOE. "Race to the Top Early Learning Challenge." <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>.

<sup>66</sup> Common Core State Standards Initiative. "About the Standards." <http://www.corestandards.org/about-the-standards>.

<sup>67</sup> See "Smarter Balanced Assessment Consortium." <http://www.k12.wa.us/SMARTER/>.

## 2.8.2 Postsecondary Education

### 2.8.2.1. Rising College Costs

In recent years, as state allocations for US higher education have declined, tuitions at US postsecondary institutions have risen. From AY 2010-11 to AY 2011-12, tuition and fees at four-year institutions in the United States increased by 8.3%, a figure that drops to 7.0% if California is excluded. Overall, the national increase in tuition and fees at two-year colleges was 7.4%, excluding California; and 8.3%, including it. (Tuitions at California colleges and universities increased by 21% at four-year institutions and 37% at two-year institutions during this period.<sup>68</sup>) Tuitions rose less sharply at private four-year institutions across the nation, increasing by 4.5% from AY 2010-11 to AY 2011-12.

College affordability and completion have been major themes of the Obama administration. In November 2011, President Obama convened a private invitational meeting of US college and university presidents to discuss college affordability and identify ways to reduce campus costs and make college more affordable.<sup>69</sup>

### 2.8.2.2. Higher Education Attainment and College Completion.

Less than a third of US citizens have at least a bachelor's degree; another 9% has an associate's degree.<sup>70</sup> While other countries have seen increases in their higher education attainment rates over time, US attainment has remained flat for 40 years.<sup>71</sup> In 2009, President Obama articulated the goal of increasing US higher education attainment so as to once again restore the United States to the position of having the highest proportion of college graduates in the world. The Lumina Foundation has declared a similar goal as the President: to have 60% of Americans attain high-quality postsecondary credentials by the year 2025.<sup>72</sup>

Low graduation rates are a barrier to achieving these goals. Approximately 57% of first-time US students who enrolled in a bachelor's degree programme or equivalent in a four-year institution in fall 2002 obtained a degree within six years. At two-year institutions, 27% of first-time, full-time students who enrolled in fall 2005 completed a certificate or associate's degree within 150% of the normal time to completion.<sup>73</sup>

President Obama's proposal for achieving these goals included increasing the funding for the federal Pell Grant Program, which provides need-based grants to low-income students, so as to put that programme on a secure financial footing; investing in community colleges and minority-serving institutions such as historically black colleges and universities (HBCUs) and Tribal Colleges; and ending government subsidies to financial institutions that make guaranteed federal student loans, thereby freeing up millions of dollars to support college affordability.

The Obama administration considers community colleges central to meeting its national college-completion agenda. In 2010, the White House hosted a summit on the role of community colleges in educating workers, an effort boosted by a USD \$35-million "Completion by Design" grant programme funded by The Bill & Melinda Gates Foundation.<sup>74</sup> That programme awards competitive grants to groups of community colleges "to devise and

<sup>68</sup> The College Board, *Trends in College Pricing* (Princeton, NJ: The College Board, 2011), 3. [http://trends.collegeboard.org/downloads/College\\_Pricing\\_2011.pdf](http://trends.collegeboard.org/downloads/College_Pricing_2011.pdf).

<sup>69</sup> Colin Eaton, "White House Invites College Leaders to Closed-Door Meeting on Affordability," *Chronicle of Higher Education*, 2 December 2011. [http://chronicle.com/article/White-House-Invites-College/130007/?sid=pm&utm\\_source=pm&utm\\_medium=en](http://chronicle.com/article/White-House-Invites-College/130007/?sid=pm&utm_source=pm&utm_medium=en).

<sup>70</sup> *Chronicle of Higher Education*, "Almanac of Higher Education 2011—Educational Attainment: Less Than a Third of Americans Have at Least a Bachelor's Degree," 21 August 2011. <http://chronicle.com/article/Educational-Attainment-Less/128592/>.

<sup>71</sup> The Lumina Foundation. "The Big Goal." [http://www.luminafoundation.org/goal\\_2025/goal2.html](http://www.luminafoundation.org/goal_2025/goal2.html).

<sup>72</sup> *Ibid.*

<sup>73</sup> NCES, *The Condition of Education 2011*, Indicator 22, 72.

<sup>74</sup> The White House. "White House Summit on Community Colleges." <http://www.whitehouse.gov/communitycollege>.

implement new approaches to make the college experience more responsive to today's student."<sup>75</sup> Indeed, all of US higher education has been mobilised to address this issue. In October 2011, six major US higher education associations convened a National Attainment Commission to "chart a course for greatly improving college retention and attainment."<sup>76</sup>

The DOE has projected healthy increases in the numbers of associate's and bachelor's degrees conferred between AY 2007-08 and AY 2019-20, forecasting growth of 30% and 23%, respectively. Analysts note, however, that the US degree-attainment rate must grow by 4.5% per year to achieve the Lumina Foundation's 60%-completion goal.<sup>77</sup>

### 2.8.2.3 For-Profit Postsecondary Education

The for-profit postsecondary education sector has come under considerable scrutiny in the past year. It is, however, the fastest-growing segment of US higher education, as reflected by the following:

- Between fall 2000 and fall 2009, full-time enrolment in postsecondary, degree-granting, for-profit institutions increased five-fold, from 366,000 to 1.5 million.
- This five-fold increase in enrolments compares to a 19% increase at four-year, nonprofit, private institutions and a 30% increase at public four-year institutions.
- The for-profit sector enrolled 11% of full-time students and 9% of all students AY 2009-10 compared to 4% and 3%, respectively, in AY 2000-01.
- Of all sectors, for-profit institutions enrol the highest percentage of students with family incomes under USD \$40,000 (54%).
- With more than 300,000 enrolled students, for example, the University of Phoenix's online campus has the largest number of enrolments of any US university or college.<sup>78</sup>
- Although students at for-profit institutions represent 9% of all higher education students, they receive 24% of Pell grants and account for 46% of all student loan dollars in default.<sup>79</sup>

High levels of indebtedness and low levels of job placement for students attending for-profit institutions recently triggered several actions by federal and state government. In October 2010, federal regulations were published requiring these institutions to make public all data on the "gainful employment" of their graduates. The rules generally apply to all programmes at for-profit schools and to all non-degree-granting programmes at traditional colleges and universities as well.<sup>80</sup> Additionally, in summer 2011, the US Congress held a series of hearings on the for-profit postsecondary education sector. That same year, the Kentucky attorney general led a 21-state investigation into these institutions' business practices. The for-profit sector responded by developing its own codes of conduct.<sup>81</sup>

<sup>75</sup> The Bill & Melinda Gates Foundation. "Foundation Launches \$35 Million Program to Help Boost Community College Graduation Rates," 4 October 2010. <http://www.gatesfoundation.org/press-releases/Pages/increasing-community-college-graduation-rates-101004.aspx>.

<sup>76</sup> *Chronicle of Higher Education*. "College Groups Create Commission on Attainment." <http://chronicle.com/blogs/ticker/college-groups-create-commission-on-attainment/37323>.

<sup>77</sup> Inside Higher Ed. "Gazing Into Higher Ed's Future," 22 September 2011. [http://www.insidehighered.com/news/2011/09/22/u\\_s\\_report\\_projects\\_sharp\\_rise\\_in\\_college\\_degrees\\_widening\\_of\\_gender\\_gap](http://www.insidehighered.com/news/2011/09/22/u_s_report_projects_sharp_rise_in_college_degrees_widening_of_gender_gap).

<sup>78</sup> *Chronicle of Higher Education*. "Almanac of Higher Education 2011: Campuses With the Largest Enrollments, Fall 2009," 21 August 2011. <http://chronicle.com/article/Campuses-With-the-Largest/128267>.

<sup>79</sup> S. Baum & K. Payea. (2011). *Trends in For-Profit Postsecondary Education: Enrollment, Prices, Student Aid and Outcomes*. New York: The College Board.

<sup>80</sup> American Council on Education. "Gainful Employment Reporting Deadlines Extended to Nov. 15." <http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=42416>.

<sup>81</sup> *Chronicle of Higher Education*. "News Analysis: Codes of Conduct (All 3 of Them) for For-Profit Colleges Aim to Quell Skeptics," 22 September 2011. <http://chronicle.com/article/News-Analysis-Codes-of-129126>.

## 2.9 RESOURCES

- **US Department of Education** (<http://www.ed.gov/>) provides a list of current policy priorities and data.
- **US Network for Education Information (USNEI)** ([www2.ed.gov/NLE/USNEI/](http://www2.ed.gov/NLE/USNEI/)) provides information about the U.S. education system, U.S. accreditation and quality assurance, recognized institutions, avoiding fraudulent providers, and related resources.
- **National Center for Education Statistics (NCES)** (<http://nces.ed.gov/>) serves as the primary federal entity for collecting and analysing data related to education.
- **Education Commission of the States (ECS)** (<http://www.ecs.org/>) is an interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas, and experiences among state policymakers and education leaders.
- **Council of Chief State Schools Officers (CCSSO)** (<http://www.ccsso.org/>) is a nonpartisan, nationwide, nonprofit organisation of public officials who head departments of elementary and secondary education in the states.
- **State Higher Education Executive Officers (SHEEO)** (<http://www.sheeo.org/>) is a professional association for chief executive officers serving 28 statewide governing boards and 29 statewide coordinating boards of higher education.
- **Council for Higher Education Accreditation (CHEA)** (<http://www.chea.org/>) is an association of 3,000 degree-granting colleges and universities and 60 accrediting associations that acts as an advocate and institutional voice for self-regulation of academic quality through accreditation.
- **National Governors Association (NGA)** (<http://www.nga.org/>) is a forum for state governors that hosts a centre for best practices in education at the state level.
- **Western Interstate Commission for Higher Educational (WICHE)** (<http://www.wiche.edu/>) is an association of 15 member states working to improve access to higher education and ensure student success.
- **Midwest Higher Education Compact (MHEC)** (<http://www.mhec.org/>) is an association of 12 member states established to enhance its members' ability to maximise higher education opportunity and performance through collaboration and resource sharing.
- **New England Board of Higher Education (NEBHE)** (<http://www.nebhe.org/>) promotes greater higher educational opportunities and services for the residents of New England.
- **Southern Regional Education Board (SREB)** (<http://www.sreb.org/>) works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education.
- **Education Resources Information Center (ERIC)** (<http://www.eric.ed.gov/>) is the world's largest digital library of education literature.
- **US Universities by State** (<http://www.utexas.edu/world/univ/state/>) offers a comprehensive listing with web links to the colleges and universities in each state and to their requisite state higher education oversight agencies.
- **American Legislative Exchange Council (ALEC)** (<http://www.alec.org/>) is a nonpartisan, individual-membership organisation of state legislators that favours federalism and conservative public policy solutions.



- **National Council of State Legislatures (NCSL)** (<http://www.ncsl.org/>) is a liberal-leaning, nonpartisan interest group that provides information about state governing bodies, current legislation and reports, surveys, and policies.

**Media:**

- **Education Week** (<http://www.edweek.org/>) provides weekly news on American education issues and extensive searchable archives.
- **Chronicle of Higher Education** (<http://www.chronicle.com/>) offers weekly news and job-search information for college and university faculty members, administrators, and students.
- **Inside Higher Education** (<http://www.insidehighered.com/>) provides free online higher education news, job and career advice, and events information for college and university faculty, adjuncts, and graduate students.

**Australian Education International (AEI) Resource:**

- **Country Education Profile: United States** (<https://www.aei.gov.au/>) provides an online recognition tool for assessing overseas education qualifications.



### 3.0 Peak Bodies, Foundations, and Think Tanks

A wide range of education-focused organisations plays a key role in advocating for and guiding education reforms in the United States. A number of entities, ranging from organisations and associations to nonprofit foundations to think tanks are widely engaged in the research, development, and implementation of reforms across the country.

Given the federal government's minimal coordination role in education, leading organisations such as the Council of Chief State School Officers (CCSSO), the Association for Career and Technical Education (ACTE), and the Washington Higher Education Secretariat (WHES) often provide a regional or national perspective on educational matters.

Think tanks such as the Center for American Progress (CAP) and the American Enterprise Institute (AEI), along with nonprofit organisations such as Teach for America (TFA) and the New York Leadership Academy (NYLA) pioneer research and innovation across states and school districts in ways state education structures and systems cannot always do.

The Carnegie, Gates, Ford, and Lumina foundations are all well known for their substantial investments of funds for education policy and reform efforts. Foundations contributed USD \$8 billion to higher education in 2010, over one-fourth of the USD \$28 billion in total voluntary contributions to higher education that year from foundations, alumni and other individuals, corporations, and religious organisations.<sup>82</sup> The Gates and Lumina foundations also have made substantial investments in K-12 education reforms.

The financial generosity of foundations in the US education arena is not without its critics, however. Foundations can exert considerable influence through their philanthropy, and some have been chastised for pushing market-based goals and processes as the solution to overhauling public education. Other critics have argued that foundations' involvement in US education reform have narrowly focused those efforts while providing little proof of effective outcomes.<sup>83</sup>

(See Appendix B for a select list of these organisations.)

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<sup>82</sup> Council for Aid to Education. "Press Release: Colleges and Universities Raise 28 Billion in 2010." [http://www.cae.org/content/pdf/VSE\\_2010\\_Press\\_Release.pdf](http://www.cae.org/content/pdf/VSE_2010_Press_Release.pdf).

<sup>83</sup> J. Barkan. "Got Dough? How Billionaires Rule Our Schools," *Dissent*, (Winter 2011). <http://www.dissentmagazine.org/article/?article=3781>.

## 4.0 California

### 4.1 California - State Profile

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#### 4.1.1 Population and GDP

California is the largest US state in terms of population (37.35 million people) and the third largest in land area. Its GDP in FY 2010 was USD \$1.9 trillion.<sup>84</sup>

In 2010, Californians had an average per-capita personal income (PCPI) of USD \$42,578 compared to a national average of USD \$39,945<sup>85</sup> and a gross national per-capita income of USD \$43,740.<sup>86</sup> By far the national leader in agricultural production, California is also the nation's largest manufacturing base, with particular strengths in aerospace and electronics.<sup>87</sup>

Job losses in California due to the recent economic downturn in the United States have been more widespread than in previous recessions. A smaller share of Californians is working today than at any point since 1970. California's unemployment rate hit a record high of 11.9% in July 2009. In December 2011, it was 11.1%, and more than one out of four unemployed Californians had been jobless for more than six months—the highest level ever recorded in the state's history.<sup>88</sup>

Through 2025, California will provide an estimated 20 million jobs as its workforce shifts from manufacturing to service-related jobs. Although the educational levels of California's residents are expected to rise, they will not improve at a pace to meet the state's economic and workforce demand.<sup>89</sup>

The population in California increased by 10% between 2000 and 2010.<sup>90</sup> The US Census Bureau projects that it will increase by an additional 12 million residents in the next 15 years.<sup>91</sup>

California is the most racially diverse state in America, with close to one-third of its population belonging to nonwhite groups. It has been projected that four out of every five new Californians born in the 21st century will be of either Hispanic or Asian heritage.<sup>92</sup>

Regarding its immigrant population, California ranks first in the country in terms of both proportion and total numbers. In 2009, the California immigrant population of 9.9 million foreign-born residents represented 26.9% of the state's total population.<sup>93</sup>

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<sup>84</sup> Bureau of Economic Analysis. "State Bearfacts 2011." <http://www.bea.gov/regional/bearfacts/statebf.cfm>.

<sup>85</sup> Ibid.

<sup>86</sup> The World Bank. "Gross National Income Per Capita 2010." <http://siteresources.worldbank.org/DATASTATISTICS/Resources/GNIPC.pdf>.

<sup>87</sup> R. C. Richardson, Jr. "State Structures for the Governance of Higher Education: California Case Study Summary." <http://www.capolicycenter.org/comparative/comparative.html>.

<sup>88</sup> Alana Semuels. "Unemployment in California Hits Post World War II High," *Los Angeles Times*, 22 August 2009. <http://articles.latimes.com/2009/aug/22/business/fi-caljobs22>; see also Marc Lihser, "California Jobless Rate Falls for Fifth Straight Month," *Los Angeles Times*, 20 January 2012. <http://articles.latimes.com/2012/jan/20/.../la-december-caljobs-20120118>.

<sup>89</sup> Public Policy Institute of California, *California's Future Economy: Just the Facts*. Irvine, CA: Public Policy Institute of California, 2008; and Public Policy Institute of California. "California's Future Population: Just the Facts," September 2008. <http://www.ppic.org/main/allpubs.asp?sort=type>.

<sup>90</sup> US Census Bureau. "Quick Facts California." <http://quickfacts.census.gov/qfd/states/06000.html>.

<sup>91</sup> US Census Bureau. "US Population Projections." <http://www.census.gov/population/projections/state/stpjpoptxt>.

<sup>92</sup> R. C. Richardson, Jr. "California Case Study Summary."

<sup>93</sup> Migration Policy Institute. "American Community Survey and Census Data on the Foreign Born by State," 2010. <http://www.migrationinformation.org/DataHub/acscensus.cfm#>.

### 4.1.2 Links to Australia

In 2010, California exported more than USD \$3.1 billion worth of goods to Australia, making Australia California's 13<sup>th</sup>-largest export market. California's major exports to Australia include aircraft and parts, munitions, computers, and semiconductors. California imported almost USD \$1.5 billion in goods from Australia in 2010, with USD \$9.8 billion worth of Australia-US trade handled in California's ports.<sup>94</sup>

Additionally, California has six Sister City relationships with Australia: San Francisco and Sydney, Merced and Albury, Temple City and Hawkesbury Shire (all in New South Wales); Los Altos and Greater Bendigo, Upland and Mildura (in Victoria); and San Diego and Perth (in Western Australia).<sup>95</sup>

### 4.1.3 Pre-K and Elementary Education

In AY 2010-11, more than 6.2 million elementary and secondary students were enrolled in California's 1,037 school districts, representing 10,216 public schools<sup>96</sup> and 3,358 private schools.<sup>97</sup> The vast majority of California's students attend schools in districts with enrolments between 1,000 and 50,000. However, some small districts serve fewer than 10 students while the largest district—Los Angeles Unified—educates 667,251 students.

In AY 2010-11, approximately half of California's three- to four-year-olds were enrolled in school.<sup>98</sup> That same year, the California high school graduation rate was 74.4%.<sup>99</sup> The state's pre-K, elementary, and high school populations have fluctuated in the past few years. Almost 60% of all California counties currently are facing declining enrolments in the upper-grade levels. Enrolment in the pre-K and elementary grades, however, is now increasing after a period of decline.<sup>100</sup>

Approximately three-quarters of California's students are nonwhite. In AY 2011-12, over a fourth (26.63%) of public school students in the state in grades K-12 were white; African Americans constituted 6.7%, Asian Americans 8.5%, and Hispanic Americans 51.4% of the total public school population.<sup>101</sup>

More than 56% of California's students come from low-income families. Seventeen percent are ELL or English Language Learner students, and about 11% receive Special Education services.<sup>102</sup>

### 4.1.4 Postsecondary Education

California has 473 degree-granting postsecondary institutions serving over 2.5 million students, a number far exceeding that of any other state in the United States. The public higher education system in California consists of the University of California (UC) system, the California State University (CSU) system, and the California Community Colleges (CCC) system, along with 119 non-public two- or four-year institutions.<sup>103</sup> Since the 1960s, higher education in California has been regulated by the California Master Plan for Higher

<sup>94</sup> Embassy of Australia. "State Fact Sheet, 2011." <http://www.usa.embassy.gov.au/whwh/USStatesFacts.html>.

<sup>95</sup> Australia Matters for America. "People to People: US-Australia Sister Cities," 2010. <http://www.australiamattersforamerica.org/2011/11/us-australia-sister-cities/>.

<sup>96</sup> *Education Week*. "Facts at a Glance: California." <http://edweek.org/topics/states/California/>.

<sup>97</sup> Edsource. "About California's K-12 System." [http://www.edsource.org/sys\\_overview.html](http://www.edsource.org/sys_overview.html).

<sup>98</sup> NCES, *The Condition of Education 2011*, Table A-1-2. <http://nces.ed.gov/programs/coe/>.

<sup>99</sup> California Department of Education. "News Release," 11 August 2011. <http://www.cde.ca.gov/nr/ne/yr11/yr11rel54.asp>.

<sup>100</sup> Edsource. "California's Students," 2011. [http://www.edsource.org/sys\\_students.html](http://www.edsource.org/sys_students.html).

<sup>101</sup> NCES, *The Condition of Education 2011*, Table A-1-2, Table A-5-4. <http://nces.ed.gov/programs/coe/>.

<sup>102</sup> Edsource. "California's Students," 2011. [http://www.edsource.org/sys\\_students.html](http://www.edsource.org/sys_students.html).

<sup>103</sup> California Postsecondary Education Commission. "Quick Data." <http://www.cpec.ca.gov/SecondPages/QuickData.asp>.

Education, which defines distinct responsibilities for each sector of public colleges and universities in the state.<sup>104</sup>

The UC system, with ten major campuses, accepts students from the top 12.5% of the state's college-bound high-school graduates. It provides the most opportunities for graduate studies and research of all the public higher education institutions in California.<sup>105</sup>

The CSU system is composed of 23 campuses enrolling more than 400,000 students supported by 47,000 faculty members and staff. It is the largest higher education system in the United States.<sup>106</sup> The 23 universities within the CSU system provide primarily undergraduate education, although many of the larger CSU campuses that offer masters' degrees are becoming more research oriented, especially in the applied sciences.<sup>107</sup> Some CSU campuses also offer a limited number of doctoral-degree-granting programmes.

CSU system institutions prepare about 60% of the state's teachers; 40% of its engineering graduates; and more graduates in business, agriculture, communications, health, education, and public administration than all other California universities and colleges combined. Altogether, about half the bachelor's degrees and a third of the master's degrees awarded annually in California are awarded by a CSU institution.<sup>108</sup> The annual tuition for full-time in-state and out-of-state CSU undergraduate students in AY 2011-12 was USD \$5,472 and USD \$9,936, respectively.<sup>109</sup>

The CCC system is comprised of 112 colleges organised into 72 districts serving a student population of over 2.9 million.<sup>110</sup> Its institutions provide lower-division general education courses whose credit units are transferable to the CSU and UC systems. CCC institutions award certificates and associate's degrees. They also offer vocational education, remedial education, and continuing education programmes.

Notable private universities and colleges in the state of California include the Claremont consortium of universities, Occidental College, Pepperdine University, Stanford University, University of Southern California, and the California Institute of Technology.<sup>111</sup>

#### 4.1.5 Political Context

Democrat Jerry Brown defeated Republican Meg Whitman in California's 2010 gubernatorial race. During his campaign, Brown pledged to "[scale] back the state's testing program" and "reduce the state's education bureaucracy."<sup>112</sup> After the election, he quickly set about replacing school board administrators and eliminating the appointed education secretary position within his administration. His appointments were widely viewed as controversial, as many of the board members he dismissed, among them Republican favourite Ted Mitchell, founder of the New Schools Venture Fund, were advocates for school choice that is, the provision of public funds to privately run schools such as charter or religious schools.

<sup>104</sup> University of California Department of Academic Initiatives. "California Master Plan for Higher Education." <http://www.ucop.edu/acadinit/mastplan/mp.htm>.

<sup>105</sup> The ten major campus of the UC system are located in Berkeley, Los Angeles, San Diego, Davis, Santa Cruz, Santa Barbara, Irvine, Riverside, Merced, and San Francisco, see also [http://en.wikipedia.org/wiki/Education\\_in\\_California](http://en.wikipedia.org/wiki/Education_in_California).

<sup>106</sup> The California State University. "CSU Facts 2011." <http://www.calstate.edu/PA/2011Facts/>.

<sup>107</sup> The CSU campuses that have expanded into more research initiatives include California Polytechnical State, Long Beach State, California State-Fullerton, Fresno State, and San Francisco State universities.

<sup>108</sup> The California State University. "Systemwide Information." [www.calstate.edu/value/systemwide/](http://www.calstate.edu/value/systemwide/).

<sup>109</sup> The California State University. "Student Academic Support," 2011. <http://www.calstate.edu/sas/costofattendance/>.

<sup>110</sup> California Community Colleges Chancellor's Office. "Community Colleges," 2010.

<http://www.cccco.edu/CommunityColleges/tabid/830/Default.aspx>.

<sup>111</sup> 4 International Colleges & Universities. "Top Colleges and Universities in California." [www.4icu.org/us/California.htm](http://www.4icu.org/us/California.htm).

<sup>112</sup> Michele McNeil, "Early Moves Boost California Governor's Policy Influence," *Education Week*, 19 January 2011, 14.

#### 4.1.6 Education Funding

Compared to other states, California's public K-14 kindergarten through two years of junior or community college) schools rely on more state funding than local funding. This is due to the passage of two statewide referenda known as Proposition 13 (1978) and Proposition 98 (1988), which set limits on the property tax assessments that serve as the basis for local school funding. Within this funding framework, total allocations for California public schools in AY 2010-11 were approximately USD \$56.7 billion, with 56.4% of that total coming from state taxes, 20.3% from local property taxes, 14.1% from the federal government allotment, and 9.2% from other sources.

In FY (fiscal year) 2009, California ranked 47<sup>th</sup> among the 50 states in K-12 spending per student at USD \$8,667 per student, compared to USD \$11,665 in the rest of the United States.<sup>113</sup> It ranked 50<sup>th</sup> in the number of K-12 students per teacher, with an approximate state ratio of 23:1 compared to 14:1 elsewhere in the nation.

California legislators' efforts to address the USD \$27.2 billion deficit in the proposed USD \$120.1-billion<sup>114</sup> FY 2011 state budget initially resulted in a USD \$400-million cut to the state's community colleges. That amount was reduced to a USD \$290-million cut by the imposition of a student fee increase of USD \$10 per credit unit.<sup>115</sup> The general funds appropriation to the CSU and UC systems were USD \$650 million each, a 20% reduction.<sup>116</sup> The final 2011 budget provides Proposition 98-based funding of USD \$48.7 billion, a reduction of USD \$1.1 billion over the previous year.<sup>117</sup>

Even with these reductions, just over half of the state's general fund expenditures were spent on educating students from the elementary through postsecondary levels.<sup>118</sup> Because of shortfalls in projected income assumed in the FY 2011 budget, a gap of USD \$2.2 billion remained by the end of calendar year 2011 and an additional USD \$1 billion in cuts were made.<sup>119</sup> Thus, in December 2011, funding for the CSU and UC systems was cut again, this time by USD \$100 million each, with an additional USD \$102 million cut from the CCC system's budget.<sup>120</sup>

With California's higher education systems facing cuts totalling nearly USD \$1.8 billion<sup>121</sup> and many of its UC institutions currently receiving less than 10% of their total budget from the state government, questions are being asked about the potential for state colleges and universities to have greater autonomy in exchange for receiving less government funding. If the state government cannot increase its revenues in the coming fiscal year, meaningful improvement efforts in K-12 public education in California likely will be curtailed throughout the state.<sup>122</sup>

<sup>113</sup> *Education Week*. "Quality Counts," January 2012. <http://www.edweek.org/rc>.

<sup>114</sup> Legislative Analyst's Office. "State Spending Plan: The Budget Package, 2011-12, 11 August 2011. <http://www.lao.ca.gov/laoapp/PubDetails.aspx?id=2506>.

<sup>115</sup> Edsource. "Current Budget Discussions." [http://www.edsource.org/iss\\_fin\\_bud\\_debates.html](http://www.edsource.org/iss_fin_bud_debates.html).

<sup>116</sup> Jennifer Medina, "California Cuts Weigh Heavily on its Colleges," *New York Times*, 6 July 2011, A12.

<sup>117</sup> *Ibid.*

<sup>118</sup> California Department of Finance. "Budget FAQ's, California Department of Finance 2011." [http://www.dof.ca.gov/html/bud\\_docs/question.htm#question7](http://www.dof.ca.gov/html/bud_docs/question.htm#question7).

<sup>119</sup> J. Medina, "California, With Revenue Shortfalls, Will See More Budget Cuts," *New York Times*, 13 December 2011, A20.

<sup>120</sup> *Chronicle of Higher Education*. "The Ticker: Facing Revenue Shortfall, California to Cut Higher Education Again," 13 December 2011. <http://chronicle.com/blogs/ticker/facing-revenue-shortfall-california-to-cut-higher-education-again/39149>.

<sup>121</sup> Legislative Analyst's Office. "Higher Education Funding Overview, 26 January 2011.

[http://www.lao.ca.gov/handouts/education/2011/Higher\\_Education\\_Funding\\_Overview\\_012611.pdf](http://www.lao.ca.gov/handouts/education/2011/Higher_Education_Funding_Overview_012611.pdf).

<sup>122</sup> Edsource. "Hot Topics," 8 November 2011. [http://www.edsource.org/iss\\_fin\\_bud\\_debates.html](http://www.edsource.org/iss_fin_bud_debates.html).

### 4.1.7 Education Governance

In addition to passing the state budget, the California legislature also passes laws affecting teacher evaluation, student testing, and charter schools. The state board of education is the governance and policy-making body of the California Department of Education (CDE). It approves “curriculum frameworks, textbooks, state-wide assessments, and standards for student performance.”<sup>123</sup> The board is composed of 10 members who are appointed by the governor for five- to six-year terms.<sup>124</sup> The state superintendent of public instruction is the officer in charge of K-12 public schools in California. The superintendent administers basic education programmes and education reforms at the school district level.<sup>125</sup>

The state also has 58 county offices of education, three state special schools, and six California Education Authority agencies that serve special student populations. Additionally, the California Postsecondary Education Commission, founded in 1974, is the body authorised by the state to establish a statewide data base, review institutional budgets, advise on the need and location of new campuses, and review all proposals for new academic programmes at public institutions of higher education.<sup>126</sup>

The 10-campus UC system is overseen by the Regents of the University of California, a governing board of 26 members, 18 of whom are appointed by the governor for 12-year terms. A 25-member board of trustees, 16 of whom are appointed by the governor, governs the CSU system. These trustees appoint the CSU chancellor, who is the chief executive officer of the system, as well as the presidents of each campus, who are the chief executive officers of their respective campuses. The Academic Senate of the California State University, made up of elected faculty representatives from each CSU campus, recommends academic policy to the board of trustees through the chancellor. The CCC system is organised into 71 locally governed districts that are loosely overseen by a statewide board of governors.<sup>127</sup>

## 4.2 California - Recent Reform Initiatives

### 4.2.1 Race to the Top (RTTT)

California has been unsuccessful in both rounds of federal RTTT grants; however, in support of the state’s application process, the CDE designed innovative policies to raise student achievement. For example, it implemented a range of statutes committing the state to new initiatives, including adoption of the Common Core Standards<sup>128</sup> and the creation of an education data system linked across numerous state agencies and age groups. It also developed the California Education Data Portal to train teachers on the new standards and their emerging assessments. New statutes also were passed authorising the state to establish a list of low-achieving schools and require any school identified as persistently low-achieving to implement one of the four RTTT interventions.<sup>129</sup>

<sup>123</sup> Edsource. “Governance of K-12 Public Schools,” 8 November 2011. [www.edsource.org/sys\\_governance.html](http://www.edsource.org/sys_governance.html).

<sup>124</sup> California Department of Education. “State Board of Education,” 1 February 2012. <http://www.cde.ca.gov/index.asp>.

<sup>125</sup> Office of Superintendent of Public Instruction. “About OSPI,” 1 February 2012. <http://www.k12.wa.us/AboutUs/default.aspx>.

<sup>126</sup> Education Commission of the States. “State Profiles: Postsecondary Governance Structures Database.”

<http://mb2.ecs.org/reports/Report.aspx?id=221>.

<sup>127</sup> Ibid.

<sup>128</sup> DOE. “State of California Race to the Top Application for Phase 2 Funding,” 1 February 2012.

[www2.ed.gov/programs/racetothetop/phase2-applications/index.html](http://www2.ed.gov/programs/racetothetop/phase2-applications/index.html).

<sup>129</sup> Edsource. “Noteworthy New Laws 2009-2010,” 2011. [www.edsource.org/iss\\_sta\\_accountability.html](http://www.edsource.org/iss_sta_accountability.html).



#### 4.2.2 A Blueprint for Great Schools (<http://www.cde.ca.gov/eo/in/bp/>)

In August 2011, California State Superintendent of Education Tom Torlakson brought together 59 leaders from across the state—teachers, parents, and community, labour, and business leaders—to share their thinking about education in California. The resulting report, *A Blueprint for Great Schools*, provides vision and direction for the California education system, including a focus on 21<sup>st</sup>-century learning, meeting the needs of the whole child, and rebuilding the ranks of California’s teachers with resources and respect.

#### 4.2.3 Linked Learning

In October 2011, a bill calling for the selection of up to 20 California school districts to pilot systems of “linked learning” programmes in their areas was enacted.<sup>130</sup> This approach aims to bridge high school-to-college academics with sequences of career and technical courses, work-based learning experiences, and a range of extra support services. Originally known as the Multiple Pathways Program, this initiative was the subject of an extensive report, *Multiple Pathways to Student Success*, published by the CDE in 2010.<sup>131</sup>

#### 4.2.4 College Readiness: Early Assessment Program (EAP)

The EAP provides California’s high school seniors with an indicator of their college readiness in the areas of mathematics and literacy. Depending on a student’s performance in the EAP, he or she can qualify to start taking credit-bearing college courses during high school or to receive additional assistance to meet college entrance requirements.<sup>132</sup>

#### 4.2.5 Higher Education

The Public Policy Institute of California (PPIC) estimates that by 2025, if the state’s current graduation rates remain constant, only “35% of California’s adults will have at least a bachelor’s degree.”<sup>133</sup> As the demand for skilled workers is projected to be much higher over the next 15 years, California will face an impending shortage of one million college-educated workers. To resolve this crisis, PPIC recommends that the state’s Master Plan for higher education be revised to increase significantly the number of Californians with baccalaureate and postgraduate degrees by easing the student eligibility requirements for entry to CSU and UC system schools. Under its proposal, eligibility at UC institutions would expand to include 15% of the state’s top public high school graduates (up from the current 12.5%) and 40% (up from 33.3%) of the top graduates at CSU schools.<sup>134</sup>

Another change that has been proposed for the Master Plan is to provide incentives to UC and CSU schools to accept more transfer students from California’s community colleges. Though the number of transfer students admitted to UC system schools has increased by 40% over the past two decades, the number of transfer students admitted to CSU system schools has remained stagnant.

<sup>130</sup> Edsource. “Linked Learning,” 8 November 2011. [http://www.edsource.org/iss\\_secondary\\_hs\\_linked\\_learning.html](http://www.edsource.org/iss_secondary_hs_linked_learning.html).

<sup>131</sup> California Department of Education. “Multiple Pathways to Student Success.”

[http://asmdc.org/members/a55/attachments/AB2648\\_MP\\_Report\\_Executive\\_Summary\\_051210\\_FINAL.PDF](http://asmdc.org/members/a55/attachments/AB2648_MP_Report_Executive_Summary_051210_FINAL.PDF).

<sup>132</sup> Catherine Gewertz, “College-Readiness Program Hard to Gauge,” *Education Week*, 26 January 2011, 1.

<sup>133</sup> H. Johnson, H. (2010) *Higher Education in California: New Goals for the Master Plan*. Retrieved from:

[http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/PPIC\\_US/P100415J.pdf](http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/PPIC_US/P100415J.pdf)

<sup>134</sup> *Ibid.*

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### 4.3 California - Resources

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- **California Department of Education** (<http://www.cde.ca.gov/index.asp>) provides a list of current statewide education policy priorities and data.
- **California Postsecondary Education Commission** (<http://www.cpec.ca.gov/>) is a source for data and reports on postsecondary education in the state.
- **EdSource** (<http://www.edsource.org/>) is an independent, nonpartisan, nonprofit organisation whose mission is to clarify complex education issues and to promote thoughtful policy decisions about public school improvement in California.
- **California Watch** (<http://californiawatch.org/about>) was launched in 2009 by the independent, nonpartisan Center for Investigative Reporting to pursue in-depth, high-impact reporting on issues such as education, public safety, health care, and the environment.
- **California Master Plan for Higher Education** ([http://www.sunsite.berkeley.edu/~ucalhist/archives\\_exhibits/masterplan/](http://www.sunsite.berkeley.edu/~ucalhist/archives_exhibits/masterplan/)), adopted by the state in 1960, this plan helps integrate the missions of the state's colleges and universities to meet its education goals.

## 5.0 Florida

### 5.1 Florida – State Profile

#### 5.1.1 Population and GDP

In 2010, Florida was the fourth-largest US state by population (18.8 million residents) and GDP (USD \$747.7 billion).<sup>135</sup> It has the 23<sup>rd</sup>-largest land area of any state (59,909 square miles).<sup>136</sup>

In 2010, Florida had an average per-capita personal income of USD \$38,222, slightly less than the national average of USD \$39,945. Real GDP in the state grew by 1.4% against a national change of 2.6%. The largest industry in Florida was real estate rental and leasing (16.9% GDP); the second largest industry was government (12.7% GDP). The largest contributor to real GDP growth in the state was retail trade (0.36% of the total growth in real GDP), followed by health care and social assistance (0.21% of the total growth in real GDP).<sup>137</sup>

Florida's population is 75% white, 23% Hispanic, and 16% black. In 2009, approximately 18.8% of Florida's total population was foreign-born, up from 16.7% in 2000 and 12.9% in 1990.<sup>138</sup> The state's population increased by 16% from 2000 to 2009, and the US Census Bureau projects it to increase by an additional 22%, or 4.2 million residents, in the next 10 years. Florida is projected to pass New York as the third most-populous state by 2015.<sup>139</sup>

#### 5.1.2 Links to Australia

Florida exported goods worth over USD \$612 million to Australia in 2010. Florida's major exports to Australia include fertiliser, marine craft, aircraft parts, and medical and telecommunications equipment. Florida imported nearly USD \$165 million in goods from Australia in 2010.<sup>140</sup> Fort Lauderdale, Florida, has a Sister City relationship with the city of Gold Coast in southeast Queensland.<sup>141</sup>

#### 5.1.3 Pre-K and Elementary Education

In AY 2009-10, Florida had 4,253 schools, including approximately 446 charter schools, serving 2.6 million students. Of its students, 53.5% were eligible for free-or-reduced-price lunches, and 8.8% were ELL students enrolled in limited-English-proficiency (LEP) classes.<sup>142</sup> Nearly 15% of the state's public school students receive Special Education services.<sup>143</sup>

In AY 2009-10, nearly half (47%) of Florida public school students in grades pre-K-12 were white, 22% were black, and 26% were Hispanic. Approximately half the state's three-to-four-year-olds were enrolled in school. Over two-thirds (66.9%) of Florida students graduated from high school in AY 2009-10.<sup>144</sup>

<sup>135</sup> Bureau of Economic Analysis. "State Bearfacts 2011." <http://www.bea.gov/regional/bearfacts/statebf.cfm>

<sup>136</sup> "National Atlas." [http://nationalatlas.gov/articles/mapping/a\\_general.html#one](http://nationalatlas.gov/articles/mapping/a_general.html#one).

<sup>137</sup> Bureau of Economic Analysis. "State Bearfacts 2011."

<sup>138</sup> Migration Policy Institute. "American Community Survey and Census Data on the Foreign Born by State." <http://www.migrationinformation.org/DataHub/acscensus.cfm#>.

<sup>139</sup> US Census Bureau. "Quick Facts: Florida." <http://quickfacts.census.gov/qfd/states/12000.html>.

<sup>140</sup> US Department of Commerce. "International Trade Administration."

<http://tse.export.gov/stateimports/TSIREports.aspx?DATA=>

<sup>141</sup> Embassy of Australia. "State Fact Sheet, 2011."

<sup>142</sup> NCES. "The Nation's Report Card: States." <http://nces.ed.gov/nationsreportcard/states/>.

<sup>143</sup> National Center for Education Statistics. "Table 47: Number and Percentage of Children Served Under Individuals With Disabilities Education Act, Part B, by Age Group and State or Jurisdiction: Selected Years, 1990–91 Through 2008–09," 2010. [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_047.asp](http://nces.ed.gov/programs/digest/d10/tables/dt10_047.asp).

<sup>144</sup> NCES, *The Condition of Education 2011*, Table A-5-4; Table A-1-2; Table A-19-1.

Contrary to projections made by state economists, Florida's pre-K-12 school population has declined or remained static since 2007. School officials blame this decrease in school enrolments on rising insurance and property tax costs in the state and on the severe hurricane seasons of 2004 and 2005, all of which they claim have discouraged migration to Florida.<sup>145</sup>

### 5.1.4 Postsecondary Education

Ten public universities and a liberal arts college comprise the State University System of Florida, which serves 302,513 students. The Florida College System includes 28 public community colleges and state colleges with 62 campuses serving 900,000 students.<sup>146</sup> In AY 2010-11, twelve of Florida's 28 community colleges were offering four-year degree programmes.<sup>147</sup> Florida also has 74 private colleges and universities, some of which comprise the Independent Colleges and Universities of Florida, Inc., consortium.<sup>148</sup>

Florida's public colleges remain the primary point of access to higher education in Florida, with 66% of the state's high school graduates pursuing in-state, public, postsecondary education.<sup>149</sup>

### 5.1.5 Political Context

In Florida's 2010 race for governor, Republican Rick Scott narrowly defeated Democratic candidate Alex Sink, garnering 48.9% of the vote against Sink's 47.7%.<sup>150</sup> Republican Marco Rubio won the state's US Senate seat. After the election, Republicans held supermajorities in both the state House and the state Senate, giving them the ability to pass highly partisan legislation and override any executive veto. Florida currently (FY 2011) faces an estimated USD \$3.6 billion budget shortfall and an unemployment rate of 9.9%.<sup>151</sup>

In response to the state's budget deficit, Governor Scott proposed slashing USD \$4.1 billion in spending and cutting property and corporate income taxes in FY 2012. His proposal included a 10% reduction in education funding, nearly USD \$800 million in direct cuts to K-12 funding, and an additional USD \$872 million in lost federal stimulus aid. These cuts are expected to result in numerous teacher and administrator layoffs in AY 2012.<sup>152</sup>

The Republican leadership in the Florida legislature will most likely not support the governor's proposed cuts to education funding; however, both the legislature and the governor have come together to increase teachers' pay. In March 2011, the Florida House of Representatives and Senate approved a measure that would end tenure for new teachers and link their job security and pay to student performance.<sup>153</sup> When the bill goes into effect, current teacher contracts will be renewed based on evaluations. Teachers with a poor track record of improving student performance will be dismissed while effective teachers will receive raises. Republican supporters of this legislation argue that the new merit pay system will encourage the best teachers to work in underperforming or high-need schools by offering

<sup>145</sup> Lloyd Dunkelberger, "Florida Sees Decline in Student Population," *Star Banner*, 17 December 2007.

<http://www.ocala.com/article/20071217/NEWS/212170320>.

<sup>146</sup> Florida Department of Education. "The Florida College System Annual Report 2011."

<http://www.fldoe.org/cc/annualreport2011.pdf>.

<sup>147</sup> Tamar Lewin, "Community Colleges Challenge Hierarchy With 4-Year Degrees," *New York Times*, 3 May 2009, A23.

<sup>148</sup> The University of Texas at Austin. "U.S. Universities by State," 2010. <http://www.utexas.edu/world/univ/state/>.

<sup>149</sup> Florida Department of Education. "The Florida College System Annual Report 2011."

<http://www.fldoe.org/cc/annualreport2011.pdf>.

<sup>150</sup> *New York Times*. "Election 2010: Florida." <http://elections.nytimes.com/2010/results/florida>.

<sup>151</sup> State of Florida Department of Economic Opportunity. "Latest Statistics." <http://www.floridajobs.org/labor-market-information/labor-market-information-press-releases/latest-statistics>.

<sup>152</sup> "Scott Unveils Budget Plan At Tea Party Rally," 7 February 2011. Cox Media group. <http://www.wftv.com/news/news/scott-unveils-budget-plan-at-tea-party-rally/nD9Wn/>

<sup>153</sup> Lizette Alvarez, "Florida House Approves Ending Tenure for New Teachers," *New York Times*, 17 March 2010. <http://www.nytimes.com/2011/03/17/us/17florida.html>.

them higher salaries for doing so. Democrats, on the other hand, argue that the bill will “further demoralize Florida’s teachers...and [make] the profession even less appealing.”<sup>154</sup>

### 5.1.6 Education Funding

Florida received approximately USD \$905.8 million in grant funds from the federal government as part of the American Recovery and Reinvestment Act (ARRA). The state received the lion’s share of these funds (USD \$700 million) through the federal Race to the Top programme.<sup>155</sup>

As do a number of other states, Florida has a lottery that contributes to an education fund. In AY 2008-09, the lottery transferred USD \$1.28 billion to the Florida Education Enhancement Trust Fund. These monies were directed toward support for public schools (USD \$337 million), scholarships (USD \$435 million), school construction bonds (USD \$322 million), state universities (USD \$219 million) and community colleges (USD \$124 million), and represented 3.1% of the state’s total public education spending.<sup>156</sup>

In terms of public-school spending per student, Florida, at USD \$9.035, ranks 39<sup>th</sup> of the 50 states. In spending on education per USD \$1,000 of personal income, it ranks 48<sup>th</sup>.<sup>157</sup>

By law, the maximum class size allowed in Florida public schools varies from 18 students in grades K-3, 22 in grades 4-8, and 25 in grades 9-12.<sup>158</sup>

In 2010, the annual tuition at Florida’s 11 public universities was USD \$4,886, the third lowest in the country.<sup>159</sup>

### 5.1.7 Education Governance

The Florida Department of Education (FDE) administers Florida’s public primary and secondary schools. School districts in the state are organised within county boundaries. Each school district has an elected board of education that sets policy, budget, and goals and that approves expenditures. Management is the responsibility of the superintendent of schools.<sup>160</sup>

In 2002, Florida voters approved a constitutional amendment to limit class sizes in public schools. Starting in the 2010-11 school year, no more than 18 students per class in the lower grades and 23 students per class in high school would be permitted. These limits were phased in by the legislature from 2003 to 2009 to promote compliance by the time the amendment took effect.<sup>161</sup>

Until January 2003, the chief governing body for public higher education in Florida was the State Board of Education, which had been in place since 1845. In July 2001, a governor-appointed, seven-member Florida Board of Education (FBE), which appoints the state’s commissioner of education, began operation to replace that entity by January 2003. From

<sup>154</sup> Ibid.

<sup>155</sup> Michelle McNeill, “Competitive Stimulus Grants: State Winners and Losers,” *Education Week*, 23 February 2011. [http://blogs.edweek.org/edweek/campaign-k-12/2011/02/stimulus\\_competitive\\_grants\\_st.html](http://blogs.edweek.org/edweek/campaign-k-12/2011/02/stimulus_competitive_grants_st.html).

<sup>156</sup> Michael Mayo, “Where Does Florida Lottery Education Money Go?” *Sun Sentinel*, 28 April 2010. [http://weblogs.sun-sentinel.com/news/columnists/mayo/blog/2010/04/where\\_does\\_florida\\_lottery\\_edu.html](http://weblogs.sun-sentinel.com/news/columnists/mayo/blog/2010/04/where_does_florida_lottery_edu.html).

<sup>157</sup> US Census Bureau. “Public Education Finances 2008,” Tables 11, Table 12. <http://www2.census.gov/govs/school/08f33pub.pdf>.

<sup>158</sup> Florida Department of Education. “Class Size FAQ.” <http://www.fldoe.org/ClassSize/pdf/csfaqfinal.pdf>.

<sup>159</sup> Florida Today, *The Week That Was: Florida Tuition 3rd Lowest in US*. (Melbourne, FL: Florida Today, 31 October 2010), 12b.

<sup>160</sup> Education Commission of the States. “State Profiles: Postsecondary Governance Structure Database,” 1 February 2012. [mb2.ecs.org/reports/Report.aspx?id=221](http://mb2.ecs.org/reports/Report.aspx?id=221).

<sup>161</sup> Florida Department of Education. “Class Size Reduction Amendment,” 2 April 2011. [www.fldoe.org/classsize/](http://www.fldoe.org/classsize/).



July 1, 2001, existing state boards and commissioners related to postsecondary education, including the State University System of Florida's board of regents (established in 1965), the State Board of Community Colleges (1983), the State Board of Independent Colleges and Universities (1974), the State Board of Nonpublic Career Education (1974), and the Florida Postsecondary Education Planning Commission (FPEPC; 1980) were dissolved and, in most cases, their duties transferred to the FBE.<sup>162</sup> The staff of the FPEPC was assigned to a newly authorised Florida Council for Education Policy Research and Improvement (FCEPRI), which consists of five members appointed by the governor and two members each appointed by the president of the Senate and the speaker of the Florida House of Representatives. The FCEPRI conducts long-range planning and independent policy research and analysis.<sup>163</sup> As of January 1, 2006, it had completed all of its interim projects and has no plans to meet again.<sup>164</sup>

The Independent Colleges and Universities of Florida, Inc., serves as the umbrella organisation for Florida's 27 independent accredited colleges and universities. The FDE's Commission for Independent Education has approval and licensing authority for independent postsecondary institutions statewide.<sup>165</sup>

## 5.2 Recent Reform Initiatives

### 5.2.2 Race to the Top (RTTT)

In its winning USD \$700-million proposal for the second round of grants from the federal RTTT initiative, the FBE identified six goals for public education in the state: to "strengthen foundational skills, improve college and career readiness, expand opportunities for post-secondary degrees and certificates, improve quality of teaching in the education system, improve K-12 educational choice options, and align resources to strategic goals."<sup>166</sup> To address the first two goals, the FBE aimed to "adopt the Common Core standards, broaden STEM course enrollment and career and technical programs, and expand targeted interventions for at-risk populations."<sup>167</sup> To improve teaching quality, it aimed to "raise standards for entry into the [teaching] profession...and provide professional development to [teachers] in the lowest 5% of schools."<sup>168</sup>

One of Florida's challenges in managing such a significant grant is that 98% of the state's share (USD \$350 million) has been budgeted for contracts, and the state has struggled to issue those contracts "in a timely manner."<sup>169</sup> All of the contracts have since been assigned, but many first-year RTTT activities were delayed at least a year because of contracting issues.<sup>170</sup>

### 5.2.3 Testing/Accountability

Florida rates its high schools using letter grades *A* through *F* in a system of rewards and supports.<sup>171</sup> The FDE rates schools by students' scores on the Florida Comprehensive

<sup>162</sup> Education Commission of the States. "State Profiles: Postsecondary Governance Structure Database."

<sup>163</sup> Ibid.

<sup>164</sup> "Council for Education Policy Research and Improvement." <http://www.cepri.state.fl.us/>.

<sup>165</sup> Ibid.

<sup>166</sup> "Florida Race to the Top Application for Initial Funding." <http://www.fldoe.org/arra/pdf/rttt-apbud.pdf>.

<sup>167</sup> Ibid.

<sup>168</sup> Ibid.

<sup>169</sup> Michelle McNeil, Politics K-12: Big Race to the Top problems in Hawaii, Florida, N.Y., Says Ed. Dept., *Education Week*, 10 January 2012. [blogs.edweek.org/edweek/campaign-k-12/.../race\\_to\\_the\\_top.html](http://blogs.edweek.org/edweek/campaign-k-12/.../race_to_the_top.html).

<sup>170</sup> Ibid.

<sup>171</sup> Florida Department of Education. "Assessment and Accountability Briefing Book," 2007. <http://fcats.fldoe.org/pdf/BriefingBook07web.pdf>.



Assessment Test (FCAT), graduation rates, and accelerated coursework performance. The FCAT measures student achievement in reading, mathematics, and science.

In 1986, Florida began collecting student-level data, establishing a longitudinal database and reporting system to monitor student growth. Since 2005, it has tracked students from grades K-12 into postsecondary and employment.<sup>172</sup>

### 5.2.4 Early Childhood Education

In 2002, Florida voters approved a constitutional amendment guaranteeing “free universal pre-K...to all four-year-olds...by the year 2005.”<sup>173</sup> The state’s Revenue Estimating Conference “estimated the annual cost to the state [to be] between USD \$425 million and USD \$650 million.”<sup>174</sup> Based on data from Georgia’s pre-K programme, Florida lawmakers estimated approximately 70% of all eligible children would enrol. Today, the programme is the second largest state-funded preschool programme nationwide.<sup>175</sup>

### 5.2.5 Florida Virtual School (FLVS)

A nationally recognised “e-learning” model, the FLVS was founded in 1997 as the country’s first statewide, Internet-based public high school. In 2000, the Florida Legislature established FLVS as an independent educational entity with a governor-appointed board. FLVS is the only public school with funding tied directly to student performance, and it is widely viewed as a successful alternative to traditional schooling for students who have medical or behavioural issues and difficulty learning in classroom settings.<sup>176</sup> Although FLVS students study online, they have the flexibility to participate in extracurricular activities.

FLVS served over 122,000 students in 259,928 half-credit enrolments during AY 2010-11. Enrolment is open to public, private, and home-schooled students. FLVS offers free online courses to middle and high school students in Florida. Students living outside Florida can enrol on a tuition basis. The FDE notes that the FLVS programme has expanded student access to advanced curricula and has reduced some of the overcrowding present in Florida public schools.<sup>177</sup>

### 5.2.6 Higher Education

For two years, beginning in 2002, the state of Florida reorganized the education system placing all education, from kindergarten to graduate school, under the jurisdiction of the Florida Board of Education. This process eliminated the single governing board that had presided over the State University System, replacing it with boards of trustees at each of the universities.<sup>178</sup>

<sup>172</sup> Florida Department of Education. “*Education data warehouse fact sheet.*” <http://www.fldoe.org/arm/pdf/afs.pdf>.

<sup>173</sup> Council for Education Policy Research and Improvement. “Proposed Constitutional Amendment: Voluntary Universal Pre-Kindergarten Programs in Florida.” <http://www.cepri.state.fl.us/pdf/Pre-K%20Summary%2008-9-02.pdf>

<sup>174</sup> Ibid.

<sup>175</sup> Daphna Bassok and Luke C. Miller, *The Effects of Preschool Expansion: The Case of Florida’s Voluntary Pre-K Program*. Charlottesville, VA: University of Virginia Curry School of Education, 2012.

<sup>176</sup> “Florida Virtual Schools.” [www.flvs.net](http://www.flvs.net).

<sup>177</sup> Florida Department of Education. “Florida Public Virtual Schools,” 1 February 2011. <http://www.fldoe.org/schools/virtual-schools/faqs.asp>.

<sup>178</sup> Michael R. Mills, “Stories of Politics and Policy: Florida’s Higher Education Governance Reorganization,” *Journal of Higher Education* 2 (2007, March/April), 163.

### 5.3 Florida - Resources

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- **Florida Department of Education** (<http://www.fldoe.org/>) is the state education department in Florida.
- **The Fact Book, Florida Department of Education, Report for the Florida College System 2011** (<http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2011.pdf>) provides background and statistical information on state government supported institutions of higher education.
- **Independent Colleges and Universities of Florida, Inc.** (<http://www.icuf.org/>) is an association of 29 private, nonprofit educational institutions based in Florida and accredited by the Southern Association of Colleges and Schools.



## 6.0 New York

### 6.1 New York - State Profile

#### 6.1.1 Population and GDP

In 2010, the state of New York had a population of 19.4 million and a GDP of USD \$1.16 billion.<sup>179</sup> New York is the third most-populous state in the country, yet it ranks 27<sup>th</sup> among the 50 states in geographical size.<sup>180</sup>

The largest industry in the state is finance and insurance (17.2% of GDP); the second-largest industry is real estate rental and leasing (14.3% of GDP).<sup>181</sup> The state also has a large manufacturing industry. Albany and the Hudson Valley are major centres of nanotechnology and microchip manufacturing, for example, while the Rochester area is an important centre of photographic equipment and imaging manufacturing. New York is also a major agricultural producer, ranking among the top five states for agricultural products with about a quarter of its land in farms. The state's largest and namesake city, New York City, is its leading centre of banking, finance, and communication.

Though New Yorkers' average per-capita personal income in 2011 was USD \$48,450, approximately 20% of the state's 5-to-17-year-olds were in families living in poverty.<sup>182</sup> The unemployment rate for New York was 8.0% statewide at the end of 2011, resulting in 768,200 unemployed workers.<sup>183</sup>

New York is a slow-growing state with a large rate of domestic migration to other states. The latest population projections from the US Census Bureau estimate that by 2020, New York will drop from third to fourth in population among the states, with Florida taking over the third spot. New York is home to the largest African American population (15.9% of residents) and the second largest Asian American population (7.3% of residents) in the United States.<sup>184</sup> It also is home to the largest Puerto Rican, Dominican, and Jamaican American populations in the continental United States.<sup>185</sup>

New York is one of the leading destinations for international immigration to the United States. In 2009, it was home to the nation's second-largest immigrant population in the country (after California) at 4.2 million.<sup>186</sup>

#### 6.1.2 Links with Australia

Exports departing New York for Australia totalled over USD \$1.1 billion in 2010. Major Australian companies such as QBE and Sims Group call New York City home to their North American business operations.<sup>187</sup> The city of Canisteo in New York's Steuben County has a Sister City relationship with Wauchope in New South Wales.<sup>188</sup>

<sup>179</sup> Bureau of Economic Analysis. "State Bearfacts, 2011."

<sup>180</sup> NETSTATE. "New York Geography." [www.netstate.com/states/geography/ny\\_geography.htm](http://www.netstate.com/states/geography/ny_geography.htm).

<sup>181</sup> CITY-DATA.com. "New York: Major industries and commercial activity." <http://www.city-data.com/us-cities/The-Northeast/New-York-Economy.html>.

<sup>182</sup> NCES, *The Condition of Education 2011*, Table A-21-1.

<sup>183</sup> New York State Department of Labor. "State's Unemployment Rate Remained at 8.0% in December 2011," 2011. <http://www.labor.ny.gov/pressreleases/2012/january-19-2012.shtm>.

<sup>184</sup> US Census Bureau. "State and County QuickFacts 2010." <http://quickfacts.census.gov/qfd/states/36000.html>.

<sup>185</sup> New York City Department of City Planning. "Population." [www.nyc.gov/html/dcp/html/census/pop\\_facts.shtm](http://www.nyc.gov/html/dcp/html/census/pop_facts.shtm).

<sup>186</sup> Migration Policy Institute. "2010 American Community Survey and Census Data on the Foreign Born by State." <http://www.migrationinformation.org/DataHub/acscensus.cfm#>.

<sup>187</sup> Embassy of Australia. "State Fact Sheet, 2011." <http://www.usa.embassy.gov.au/files/whwh/NewYork2011.pdf>.

<sup>188</sup> Australia Matters for America. "People to People: US-Australia Sister Cities." <http://www.australiamattersforamerica.org/2011/11/us-australia-sister-cities/>.

### 6.1.3 Pre-K and Elementary Education

In AY 2009-10, approximately 2.8 million students were enrolled in New York's 731 school districts,<sup>189</sup> which include 4,768 public schools, 105 charter schools (as of AY 2008-09)<sup>190</sup>, and more than 1,300 private schools.<sup>191</sup> Approximately half the state's students in grades pre-K-12 were white, 23% were Hispanic, 19% were black, and 7% were Asian/Pacific Islander in AY 2009-10. The average public high school graduation rate was approximately 71%,<sup>192</sup> and 24% of New York 15-to-17-year-olds lived in poverty.<sup>193</sup> About 16% of students received Special Education services<sup>194</sup> and at least 5% were ELL students.<sup>195</sup>

### 6.1.4 Postsecondary Education

During AY 2008-09, New York enrolled over one million students in 307 degree-granting institutions of higher education, including 185 private nonprofit institutions, 78 public institutions, and 44 for-profit proprietary institutions.<sup>196</sup> Public higher education in New York is organised into two separate, state-funded systems: one serves New York City and the other serves the remainder of the state.

Established in 1961, the City University of New York (CUNY) is a separate entity from the State University of New York (SUNY). CUNY is governed by its own board of trustees. Its mission is to serve the needs of New York City's diverse population and maintain close articulation between four-year and community college units. CUNY enrolls 160,641 full-time students in 19 institutions, which include 11 senior colleges, 7 community colleges, and the CUNY Graduate School. CUNY has a strong tradition of providing educational opportunities to a diverse student body comprised heavily of immigrant students. Nearly half its undergraduate enrolment (47%) consists of students whose native language is not English.<sup>197</sup> Annual tuition for in-state and out-of-state undergraduate students is USD \$5,130 and USD \$13,800, respectively.<sup>198</sup>

The SUNY system consists of 34 state-operated and statutory campuses and 30 community colleges. Established in 1948, its mission is to "provide to the people of New York educational services of the highest quality with the broadest possible access."<sup>199</sup> The system is governed by an 18-member board of trustees, which appoints the system's chancellor. SUNY currently enrolls 467,845 full-time undergraduate and graduate students in its 64 constituent institutions. Annual tuition for in-state and out-of-state undergraduate students is USD \$5,270 and USD \$14,320, respectively.

New York is home to many well-regarded private universities, including Fordham University, the oldest Catholic institution in the northeast United States; and two Ivy League institutions, Columbia University and Cornell University.

<sup>189</sup> New York City Department of Education. "Statistical Summaries." <http://schools.nyc.gov/AboutUs/data/stats/default.htm>; and New York State Education Department. "Number of Public School Districts by Type, New York State, 1980 Through 2011." <http://www.p12.nysed.gov/irs/statistics/public/2012/TABLE2.pdf>.

<sup>190</sup> NCES, *The Condition of Education 2011*, Table A-3-3, 148.

<sup>191</sup> NCES Institute for Education Statistics. "State Education Data Profiles." <http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=36>.

<sup>192</sup> NCES, *The Condition of Education 2011*, Table A-19-1.

<sup>193</sup> NCES Institute for Education Statistics, *Digest of Education Statistics 2010*. (Washington, DC: NCES Institute of Education Sciences), Table 26: "Poverty Rates for All Persons and Poverty Status, 5, 10, 17 Years Old," 48.

<sup>194</sup> NCES, "Digest of Education Statistics," Table 47. [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_047.asp](http://nces.ed.gov/programs/digest/d10/tables/dt10_047.asp).

<sup>195</sup> New York City Department of Education, "Statistical Summaries."

<sup>196</sup> State Higher Education Executive Officers. "State Quick Facts: New York," 1 February 2011.

<http://www.sheeo.org/sqf/1state.asp?state=ny>.

<sup>197</sup> City University of New York. "About CUNY." <http://www.cuny.edu/about.html>.

<sup>198</sup> City University of New York. "Tuition and Fees." <http://www.cuny.edu/about/info/tuition-fees.html>.

<sup>199</sup> State University of New York. "About SUNY." [http://www.suny.edu/about\\_suny/](http://www.suny.edu/about_suny/).

### 6.1.5 Political Context

In the 2010 New York state gubernatorial elections, Democrat Andrew Cuomo won 62.6% of the vote, defeating Republican candidate Carl Paladino. Democrats also claimed the two contested US Senate seats and maintained their majority in the state House of Representatives. Republicans, however, won a majority of seats in the state Senate.<sup>200</sup>

New York faced an estimated USD \$10 billion budget deficit in FY 2011. In the USD \$132.5-billion budget passed 31 March 2011, that deficit was eliminated, while spending was reduced overall by about 2% from the previous year without adding any new taxes.<sup>201</sup>

In its first year, the Cuomo administration has promoted reforms at all levels of education. Working with the New York State Education Department (NYSED) and its board of regents, it enacted new regulations to improve the criteria for teacher evaluations and foster better performance in the state's education system. The governor also created two USD \$250-million funds to provide incentives for school districts to improve student performance in the classroom and increase operational efficiencies. Through the NYSUNY 2020 Challenge Grant Program, SUNY will receive new funding to help it transform its member universities into regional economic generators and centres of research and innovation. The governor's plan, which included modest tuition increases at SUNY institutions in each of the next five years, will also allow those universities to add more faculty, educate additional students, increase class offerings, and improve graduation rates.<sup>202</sup>

### 6.1.6 Education Funding

In the FY 2011-12 budget, New York's statewide school aid amounted to USD \$19.6 billion, a reduction of 6.1% from the previous year. Total expenditures for public elementary and secondary schools amounted to USD \$54 billion, with respective shares as follows: 24.2% from the state government, 23.8% from local property taxes, 3.2% from the federal government, and 2.8% from other sources. The budget funded SUNY and CUNY senior colleges with nearly USD \$2 billion in operative assistance and USD \$1.3 billion in appropriations. The cut to the SUNY operating budget was an estimated USD \$289 million, bringing the total reduction in the system's state appropriations to more than USD \$1.4 billion over the past four years.<sup>203</sup> The state's community colleges were funded at USD \$2,122 per full-time student.

### 6.1.7 Education Governance

History and tradition are important factors in education governance and politics in New York. The University of the State of New York (USNY; not to be confused with SUNY) is an organisation that consists of representatives from all the public and private elementary and secondary schools in the state; all privately and publicly controlled institutions of higher education, including the schools in the SUNY system; and all libraries, museums, and other educational and cultural institutions admitted to or incorporated by USNY. It is vested with broad regulatory powers and governed by the state's board of regents.<sup>204</sup>

The history of the New York Board of Regents dates to 1784, when several of the nation's founding fathers created this governing group. This history lends the Regents a stature,

<sup>200</sup> *New York Times*. "New York: Election 2010." <http://elections.nytimes.com/2010/results/new-york>.

<sup>201</sup> Governor's Press Office. "Governor Cuomo Announces On-Time Passage of Historical, Transformational New York State Budget," 31 March 2011. <http://governor.ny.gov/033111budget>.

<sup>202</sup> Andrew Cuomo. "Record of Success." [http://www.andrewcuomo.com/record\\_of\\_success](http://www.andrewcuomo.com/record_of_success).

<sup>203</sup> Eric Kelderman, "NY Budget Takes Another Bite Out of SUNY and Omits Most Regulatory Freedoms," *Chronicle of Higher Education*, 31 March 2011. <http://chronicle.com/article/NY-Budget-Takes-Another-Bite/126968>.

<sup>204</sup> LexisNexis.com. "New York State School System, 1:1 to 1:3," 1 February 2012. [www.lexisnexis.com/educationlaw/pdfs/schoollaw\\_sample.pdf](http://www.lexisnexis.com/educationlaw/pdfs/schoollaw_sample.pdf).



tradition, and historical legitimacy unlike any other statewide education governance structure in the nation.<sup>205</sup> The 17-member body selects a state commissioner of education, who has responsibility for carrying out legislative mandates and the policies set by the regents in conjunction with the NYSED. The NYSED is the administrative arm of the USNY, over which the commissioner presides.<sup>206</sup>

Additionally, there are 700 school boards in New York, served by some 5,000 school board members, who constitute half of the elected officials in the state. School board members determine policies that govern the operation of their local public school systems.<sup>207</sup>

## 6.2 New York - Recent Reform Initiatives

### 6.2.1 Race to the Top (RTTT)

New York was one of 10 winners in the second round of funding in the RTTT grant competition announced in August 2010. The state received more than USD \$696 million in federal funds to implement its education reform initiatives. About half of the funds are to be distributed to the individual school districts that have chosen to participate in the state's reform plans. The other half are to be used by NYSED officials to implement statewide reforms.<sup>208</sup>

New York's RTTT application incorporated reforms that were enabled by legislation that was signed into law by the governor in May 2010. That legislation established "a new teacher and principal evaluation system that makes student achievement a substantial component of how educators are assessed and supported," raised New York's charter school cap "from 200 to 460 and [enhanced] charter school accountability and transparency," enabled school districts to enter into contracts with educational partnership organisations "for the management of their persistently lowest-achieving schools," and appropriated USD \$20.4 million in capital funds to the NYSED "to implement its longitudinal data system."<sup>209</sup>

### 6.2.2 School Performance Improvement Awards Initiative

In March 2011, a new, three-year School Performance Improvement Awards initiative was signed into law in New York. That initiative created a competitive grant programme for school districts in the state that post the most improved academic achievement gains and student outcomes, as evidenced by a variety of measures. Those measures include: implementation of strategies with the most potential for continued improvements in student performance, narrowing student achievement gaps, and increasing the academic performance of traditionally underserved student groups.<sup>210</sup> Beginning in May 2012, USD \$25 million will be available annually for this effort. Funding for the second and third years will be contingent on the availability of federal and state funding.<sup>211</sup>

<sup>205</sup> Kirst and Usdam Venezia, *The Governance Divide: The Case Study for New York*. Palo Alto, CA: The Stanford Institute for Higher Education Research, 2006.

<sup>206</sup> New York State Education Department. "About the University of the State of New York." <http://usny.nysed.gov/about/aboutusny.html>.

<sup>207</sup> "New York State School Boards Association." <http://www.nyssba.org>.

<sup>208</sup> University of the State of New York. "The Regents' Education Reform Plan and New York State's Race to the Top (RTTT) Application." <http://usny.nysed.gov/rttt/application/narrativesummary.pdf>.

<sup>209</sup> *Ibid.*

<sup>210</sup> Education Commission of the States. "ECS Selected State Policies."

<http://www.ecs.org/ecs/ecsatsat.nsf/WebStateView?OpenView&count=-1&RestrictToCategory=New+York>.

<sup>211</sup> New York State Education Department. "2012-2015 School District Performance Improvement Competitive Grant Program." <http://www.nysed.gov/>.

### 6.2.3 Data Gathering and Usage

The New York City Department of Education (NYCDOE) is the nation's largest public school district, with 1.1 million students and 90,000 educators. It has provided the nation with a leading example of how to gather and use data to improve teaching outcomes. NYCDOE uses "inquiry teams," or groups of collaborating teachers, to help students based on shared information gathered from the district's Achievement Reporting and Innovation System (ARIS). ARIS is a repository of statistical data about students that gives classroom teachers access to students' interim test scores, subject grades, attendance records, and ELL status. It allows all teachers who are working with a student to note any progress or difficulty that student is experiencing and more easily collaborate to thwart academic failure.<sup>212</sup>

### 6.2.4 Statewide Plan for Higher Education 2012 - 2020

The regents' master plan describes the statewide educational needs, problems, societal conditions, and interests of New Yorkers and the relative priorities of those issues. The regents have also been directed by state law to specify the nature of information, plans and recommendations to be submitted by CUNY, SUNY, and each independent and proprietary higher education institution in their long-range master plans.

In their efforts to prepare the 2012-2020 *Statewide Plan for Higher Education*, the regents have identified five tentative statewide themes that they will ask New York institutions of higher education to focus upon in their individual master plans:

- Strengthening connections among the entities that comprise the USNY;
- Strengthening connections between higher education and other sectors of the state's social and economic structure;
- Establishing unique missions as a means of differentiating their higher education institution;
- Improving access to as well as the quality and performance of higher education;
- Addressing out-of-state institutions' interest in serving New Yorkers.<sup>213</sup>

<sup>212</sup> Education Sector, *Putting Data Into Practice: Lessons From New York City*. (Washington, DC: Education Sector, October 2010), 3-4.

<sup>213</sup> New York State Education Department. "Office of Higher Education."  
<http://www.highered.nysed.gov/httpwww.highered.nysed.gov/Jan2010bulletinohe.html>.

### 6.3 New York - Resources

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- **The City University of New York (CUNY)**  
(<http://www.cuny.edu/about/colleges.html>) provides a list of all CUNY institutions on its website.
- **New York State Education Department (NYSED; <http://usny.nysed.gov/>)** is the state education department in New York.
- **New York State Government State Agencies Citizens' Guide**  
(<http://nysegov.com/citGuide.cfm?superCat=64>) provides information on various state-run and -supported education programmes and initiatives.
- **New York City Department of Education (<http://schools.nyc.gov/>)** operates the public schools in New York City and is the largest system of public schools in the United States.
- **The State University of New York (SUNY)**  
([http://www.suny.edu/student/campuses\\_complete\\_list.cfm](http://www.suny.edu/student/campuses_complete_list.cfm)) provides a list of all SUNY institutions on its website.
- **University of the State of New York**  
(<http://usny.nysed.gov/about/aboutusny.html>)—not to be confused with the State University of New York—is the governmental umbrella organisation that serves as the state's licensing and accreditation body. It sets standards for schools from prekindergarten through professional and graduate school as well as for the practice of a wide variety of professions.

## 7.0 Texas

### 7.1 Texas – State Profile

#### 7.1.1 Population and GDP

In 2009, Texas was the second-largest state in the United States in terms of population (24.8 million people)<sup>214</sup> and GDP (USD \$1.2 trillion).<sup>215</sup> It is the second-largest state in land area after Alaska, at 268,581 square miles.<sup>216</sup>

Texas added nearly 19% of the nation's population growth for 2011, despite having only 8% of the nation's population. The state's population increased by 18.8% between 2000 and 2009.<sup>217</sup> The US Census Bureau projects the population of Texas to increase by approximately four million residents in the next 10 years.

In 2004, Texas became one of four "majority-minority" states in the country, meaning that over 50% of its population is nonwhite.<sup>218</sup> Nearly 4 in 10 Texans are Hispanic,<sup>219</sup> and nearly 1 in 6 are immigrants.<sup>220</sup>

In 2010, the largest industry in Texas was government, accounting for 11.8% of the state's GDP. The second-largest industry was mining (9.5% of GDP).<sup>221</sup> Texas is one of the top four states in terms of military presence.<sup>222</sup> Fort Bliss, located in the Texas city of the same name, is the second largest military base in America; and cities like San Antonio have several Air Force bases.<sup>223</sup>

Texans have an average per-capita income of USD \$37,706.<sup>224</sup> In 2011, the state's real GDP grew by 2.4% compared to 1.6% average GDP growth for the nation. Unemployment statewide dropped to 7.8% in December 2011.<sup>225</sup>

#### 7.1.2 Links to Australia

Texas exported goods worth about USD \$1.7 billion to Australia in 2010, including items such as drilling equipment, telecommunications equipment, off-highway dump trucks, and aircraft parts. Texas imported USD \$382 million of Australian goods in 2010. The state has five Sister City relationships with Australia: Houston and Perth (Western Australia); and Austin and Adelaide, Plano and Port Adelaide, Laredo and Murray Bridge, and Sequin and Millicent (all in South Australia).<sup>226</sup>

<sup>214</sup> DOE. "Mapping Texas' Educational Progress 2008," 1 February 2012.

[www2.ed.gov/nclb/accountability/results/progress/tx.html](http://www2.ed.gov/nclb/accountability/results/progress/tx.html).

<sup>215</sup> Bureau of Economic Analysis. "State Bearfacts 2010." <http://www.bea.gov/regional/bearfacts/statebf.cfm>.

<sup>216</sup> US Census Bureau. "Texas Quick Facts." <http://quickfacts.census.gov/qfd/states/48000.html>.

<sup>217</sup> DOE. "Mapping Texas' Educational Progress 2008."

<sup>218</sup> Kathleen Murphy. "Texas Minorities Now the Majority," 11 August 2008.

<http://www.stateline.org/live/ViewPage.action?siteNodId=136&languageId=1&contentId=48042>.

<sup>219</sup> Texas Higher Education Coordinating Board, *Texas Higher Education Almanac, 2011*. (Austin, TX: Texas Higher Education Coordinating Board), 8.

<sup>220</sup> Migration Policy Institute. "2010 American Community Survey and Census Data on the Foreign Born by State."

<http://www.migrationinformation.org/DataHub/acscensus.cfm#>.

<sup>221</sup> NETSTATE. "Texas, The Texas Economy." [www.netstate.com/economy/tx\\_economy.htm](http://www.netstate.com/economy/tx_economy.htm).

<sup>222</sup> GlobalSecurity.org. "Military Bases in the Continental United States," 1 February 2011.

<http://www.globalsecurity.org/military/facility/conus.htm>.

<sup>223</sup> "Fort Bliss Housing." <http://fortblisshousing.com/>; see also InCharge Education Foundation. "San Antonio Military Bases: History, Cost of Living, Schools, Housing, Employment, Entertainment." [www.militarymoney.com/home/1116601915](http://www.militarymoney.com/home/1116601915).

<sup>224</sup> Bureau of Economic Analysis. "State Bearfacts 2010."

<sup>225</sup> Texas Economy in Focus. *Texas comptroller's economic outlook*. Retrieved on 1 November 2011 from:

<http://www.Texasahead.org/economy/outlook.html>

<sup>226</sup> Government of Australia. "Australian Trade and Investment Relations With: Texas."

<http://www.usa.embassy.gov.au/files/whwh/TexasTrade2011.pdf>.

### 7.1.3 Pre-K and Elementary Education

In 2008, Texas had approximately 1,200 school districts<sup>227</sup> and 8,842 schools, including 390 charter schools,<sup>228</sup> serving 4.5 million students. Approximately 43% of three-to-four-year-olds were enrolled in school in 2009, and overall school enrolments in the state have been increasing. The average high school freshman graduation rate for public high school graduates in Texas during AY 2007-08 was 73.1%.<sup>229</sup>

Approximately 62% of Texas' students are classified as "minority."<sup>230</sup> In 2009, nearly half (47.8 %) of students in grades pre-K-12 were Hispanic, slightly more than a third (34.5 %) were white, and 12.4% were black.<sup>231</sup>

In 2009, about half (48.2%) the students in the state were from low-income families, with nearly 23% of its 5-to-17-year-olds living in poverty;<sup>232</sup> Ten percent of Texas students were receiving Special Education services,<sup>233</sup> and nearly 15% were ELL students.<sup>234</sup>

### 7.1.4 Postsecondary Education

In fall 2010, Texas had 146 public and independent higher education institutions, including 50 public community college districts (with multiple campuses), 38 public four-year universities and upper-division centres, four campuses in the Texas State Technical College System, and 39 independent four-year colleges and universities. Their combined enrolments totalled 1.4 million students, an increase of about 39% since 2000.

Blacks and Hispanics continue to be underrepresented among the state's higher education student population. In 2009, these two groups constituted about 57% of Texas' 15-to-34-year-old population, yet they represented but 42% of the higher education enrolment.<sup>235</sup>

The 50 public community<sup>236</sup> college districts in Texas, on their 70 campuses, were serving 743,252<sup>237</sup> students in fall 2010. As in other states, tuition and fees at Texas' community colleges are substantially less than they are at the state's public four-year institutions. For an in-district student taking 12 credit hours, community college costs average USD \$868.<sup>238</sup>

Nearly half of the state's higher education enrolments (about 743,000 students) were in public two-year institutions; 558,000 were in public four-year institutions.<sup>239</sup> In AY 2007-08, about half the students enrolled in four-year institutions in Texas graduated within six years.<sup>240</sup>

<sup>227</sup> Texas Education Agency. "Reports and Data," 1 February 2011.

[http://www.tea.state.tx.us/index.aspx?id=2147495413&menu\\_id=680&menu\\_id2=797&cid=2147\\_483656](http://www.tea.state.tx.us/index.aspx?id=2147495413&menu_id=680&menu_id2=797&cid=2147_483656).

<sup>228</sup> Texas Charter School Association. "Welcome to TCSEA," 1 February 2011. <http://www.txcharterschools.org/>.

<sup>229</sup> NCES, *The Condition of Education 2011*, Table A-1-2; Table A 19-1.

<sup>230</sup> Terrence Stutz, "Texas Needs More Minority Teachers, Experts Say," *Dallas News*, 3 August 2010.

<http://www.dallasnews.com/news/education/headlines/20100802-Texas-needs-more-minority-teachers-9353.ece>.

<sup>231</sup> NCES, *The Condition of Education 2011*, Table A-5-4.

<sup>232</sup> *Ibid*, Table A-29-1.

<sup>233</sup> NCES, "Digest of Education Statistics," Table 47.

<sup>234</sup> Southwest Education Development Laboratory (SEDL). "SEDL Letter, November 2009: Improving School Performance Helping Texas Teachers Support English Language Learners." [http://www.sedl.org/pubs/sedl-letter/v21n01/ell\\_support.html](http://www.sedl.org/pubs/sedl-letter/v21n01/ell_support.html).

<sup>235</sup> Texas Higher Education Coordinating Board. "Texas Higher Education Quick Facts 2010." [www.theccb.state.tx.us/index.cfm](http://www.theccb.state.tx.us/index.cfm).

<sup>236</sup> "Texas Association of Community Colleges." <http://www.tacc.org/>.

<sup>237</sup> Texas Higher Education Coordinating Board. "THECB Fall 2010 Headcount."

[http://www.tacc.org/documents/EnrollFa10\\_CB.pdf](http://www.tacc.org/documents/EnrollFa10_CB.pdf).

<sup>238</sup> Texas Association of Community Colleges. "Fall 2011 Tuition and Fees: Texas Public Community Colleges."

[http://www.tacc.org/documents/Fa11tuition\\_002.pdf](http://www.tacc.org/documents/Fa11tuition_002.pdf).

<sup>239</sup> Texas Higher Education Coordinating Board. Retrieved from: <http://www.txhighereddata.org/Quick/Enrollment/Long.pdf>.

<sup>240</sup> *Chronicle of Higher Education*, "Almanac of Higher Education 2011—A Comparison of the 50 States: Key Measures in Higher Education," 21 August 2011. <http://chronicle.com/article/Sortable-Table-A-Comparison/128507>.



### 7.1.5 Political Context

In the November 2010 elections, Texas Democrats lost 45 of the 57 contested races in the state. Prior to the elections, Democrats held 73 of the 150 seats in the state House of Representatives and 12 of the 31 seats in the state Senate. Currently, they hold 51 (34%) and 19 (38.7%) seats in the two houses, respectively.<sup>241</sup> Incumbent Republican governor Rick Perry defeated Democratic challenger Bill White, garnering nearly 57% of the vote. Texas Republicans already held a majority in both the state Senate and House prior to the 2010 elections; after the elections, their political control of the legislature and the executive branch strengthened considerably.

Many Texas Republican representatives saw the 2010 elections as a clear message from voters that the legislature should resolve the state's fiscal problems by cutting spending rather than by raising taxes.<sup>242</sup> The 2011-2013 budget (Texas uses a biannual budget) passed in late May 2011 included total budget expenditures of USD \$172.3 billion and cuts of USD \$15 billion to address a projected budget gap of USD \$27 billion.<sup>243</sup> The budget included a USD \$4 billion reduction in state funding to school districts, and eliminated 5,700 jobs from the state workforce.<sup>244</sup> Both *The Economist*, a highly regarded weekly newsmagazine focusing on economic issues, and the liberal-leaning blog, ThinkProgress,<sup>245</sup> have attributed the state's budget shortfall to structural issues rather than to the recent economic downturn. They have noted that Texas has neither personal income nor capital-gains taxes, relying instead on sales taxes, property taxes, and other business taxes to generate public revenues.<sup>246</sup>

Texas' budget woes have received national attention since Governor Rick Perry entered the 2012 presidential race. Critics contend that the state's budget planners "used accounting sleights-of-hand that defer payments and paper over enormous expenditures" that will come due after the 2012 election.<sup>247</sup> They point out, for example, that the budgeters assume that the state's school population will not increase over the next two years, when projections indicate that it will increase by 160,000.

In May 2010, the Texas State Board of Education approved a number of curriculum changes for K-12 education and, given the board's predominantly Republican makeup, these changes were predictably conservative in nature.<sup>248</sup> The resulting debate over issues such as creationism versus evolution sparked controversy across the nation because Texas is the second-largest textbook consumer after California, and many textbook companies gear the content of their books toward the curricula in these two states to spur sales.<sup>249</sup> This becomes even more important since Texas is one of only two states (along with Alaska) that did not participate in the drafting of the Common Core Standards. Texas is also among a handful of states that have not adopted those standards.<sup>250</sup>

<sup>241</sup> J. Ardis, "Republicans Win Big in Texas House," *Ballot News*, 16 November 2010.

<http://ballotnews.org/2010/11/16/republicans-win-big-in-texas-house/>.

<sup>242</sup> Thousands rally at Capitol to protest education cuts. *Austin American-Statesman*, 12 March 2011.

<http://www.statesman.com/news/texas-politics/thousands-rally-at-capitol-to-protest-education-cuts-1317397.html>.

<sup>243</sup> *The Economist*. "Closing the Gap: Texas's Legislature Reaches for the Axe," 26 May 2011.

<http://www.economist.com/node/18744627>.

<sup>244</sup> D. Montgomery and A. Tinsley, "Texas Budget with \$15 Billion in Cuts Clears Legislature," *Star-Telegram*, 28 May 2011.

<http://www.star-telegram.com/2011/05/28/v-print/3111691/texas-budget-wiyh-15-billion-in.html>.

<sup>245</sup> M. Diamond, "Rick Perry Doubled Texas' Debt, Then Balanced Budget Through Accounting Gimmicks," 6 July 2011.

<http://thinkprogress.org/economy/2011/07/06/261752/perry-budget-accounting-gimmicks/>.

<sup>246</sup> *The Economist*. "Closing the Gap."

<sup>247</sup> S. Khimm, "Rick Perry's Budget Sleight-of-Hand," *Washington Post*, 15 August 2011.

[http://www.washingtonpost.com/blogs/ezra-klein/post/rick-perrys-budget-sleight-of-hand/2011/08/15/gJQAuiGCHI\\_print.html](http://www.washingtonpost.com/blogs/ezra-klein/post/rick-perrys-budget-sleight-of-hand/2011/08/15/gJQAuiGCHI_print.html).

<sup>248</sup> James C. McKinley, Jr., "Texas Conservatives Win Curriculum Change," *New York Times*, 13 March 2010.

<http://www.nytimes.com/2010/03/13/education/13texas.html>.

<sup>249</sup> Syracuse Online. "Texas Textbook Changes Could Impact What Children Learn Across the Country."

[http://www.syracuse.com/news/index.ssf/2010/05/texas\\_textbook\\_changes\\_could\\_i.html](http://www.syracuse.com/news/index.ssf/2010/05/texas_textbook_changes_could_i.html).

<sup>250</sup> Heartlander. "Alaska, Texas Reject Common Core." <http://news.heartland.org/newspaper-article/2010/03/25/alaska-texas-reject-common-core-standards>.

### 7.1.6 Education Funding

In 1876, the Texas government set aside public land to be sold in order to establish the Permanent School Fund. In 1983, Texas voters approved a constitutional amendment calling for the guarantee of school district bonds by the Permanent School Fund. Income from the Fund currently provides about USD \$765 million per year to local school districts in the state.<sup>251</sup> Total revenues allotted for Texas' public elementary and secondary schools amounted to USD \$46.7 billion, including 4.7% from federal sources, 20.9% from the state, 18.1% from local property taxes, and 3% from other local sources.<sup>252</sup> Like California, Texas appropriates about USD \$7,000 per student.<sup>253</sup> The state's average student to teacher ratio is 15:1, the 28th smallest such ratio in the nation.<sup>254</sup>

In Texas, public schools receive a large portion of their funding from property taxes. As a result, many disparities exist between the richer and poorer school districts. In 1993, however, according to the Texas Education Agency (the state's administrative unit for primary and secondary public education under the leadership of its commissioner of education), the Texas Supreme Court mandated that school funding had to be equalised. Subsequently, the state legislature passed laws aimed at levelling the funding field for Texas schools. Termed the "Robin Hood" method of funding,<sup>255</sup> the resulting mandates stipulate that funds must be taken from the richer school districts and given to the poorer ones in an effort to balance funding among all.<sup>256</sup> Although some funding disparities persist between school districts, the Robin Hood law has been reasonably successful, despite ongoing arguments against it.<sup>257</sup>

In addition to the general budget shortfalls Texans continue to face, a gap remains in the amount of money that is available specifically for schools and the funding needed. In 2005, hundreds of school districts sued the state, claiming that the existing school funding model represented an unconstitutional statewide property tax. The Texas Supreme Court agreed with the plaintiffs and gave the state legislature until June 2006 to develop an alternative funding method.<sup>258</sup> In response, the legislature implemented three taxes to make up the difference— a cigarette tax, a tax on car titles, and a franchise tax—yet estimates projected that even these taxes would not fill the budget gap. To the contrary, the first two taxes outperformed the projections; the third (franchise) tax was a failure. For two budget cycles thereafter, the difference between the revenues generated from these taxes and the funding needed by the school districts was made up by federal ARRA stimulus money. During the 2011 legislative session, after the federal money dried up, the legislature was forced to address the gap using state resources.<sup>259</sup>

Prior to 2003, postsecondary education tuition in Texas was regulated by the state legislature. In effect, the state made up the difference between what student tuition paid and what the schools needed; however, due to the aforementioned budget shortfalls, the legislature decided to deregulate university tuition and remove tuition caps. As a result, between 2003 and 2009, the statewide average costs for a student taking 15 credit hours at

<sup>251</sup> Texas Education Agency. "An Overview of the History of Public Education in Texas," 1 February 2012. [www.tea.state.tx.us/index4.aspx?id=148](http://www.tea.state.tx.us/index4.aspx?id=148).

<sup>252</sup> NCES, *The Condition of Education 2011*, Table A-35-2.

<sup>253</sup> Texas Higher Education Coordinating Board, *Texas Higher Education Almanac* (Austin, TX: Texas Higher Education Coordinating Board, 2011) 7.

<sup>254</sup> Statemaster.com. "Education Statistics." [http://www.statemaster.com/graph/edu\\_ele\\_sec\\_pup\\_rat-elementary-secondary-pupil-teacher-ratio](http://www.statemaster.com/graph/edu_ele_sec_pup_rat-elementary-secondary-pupil-teacher-ratio).

<sup>255</sup> Texas Education Agency, "*Texas Public Schools Sesquicentennial Handbook, 1854-2004*," 2 December 2010, [www.tea.state.tx.us/index4.aspx?id=148](http://www.tea.state.tx.us/index4.aspx?id=148).

<sup>256</sup> Education Next. "Do Districts Fund Schools Fairly?" <http://educationnext.org/do-districts-fund-schools-fairly/>.

<sup>257</sup> Highbeam Research. "Texas 'Robin Hood' School Funding Upheld."

<http://www.highbeam.com/doc/1P2-1079010.html>.

<sup>258</sup> KBTX News. "Texas Supreme Court Rules Property Tax Unconstitutional."

<http://www.kbtx.com/news/headlines/2002187.html>.

<sup>259</sup> Texas Center for Education Policy. "Fair Funding Now: Excellent Schools for All Texas Students." [www.edb.utexas.edu/tcep/resources/FFN\\_Meeting\\_ePacket11-09-11.pdf](http://www.edb.utexas.edu/tcep/resources/FFN_Meeting_ePacket11-09-11.pdf).

a public university increased by 72%.<sup>260</sup> As of FY 2010, Texas higher education received USD \$7.78 billion in state and local tax support.<sup>261</sup>

### 7.1.7 Education Governance

The Texas Education Agency (TEA) is led by the state's commissioner of education. In conjunction with the TEA staff, the commissioner and the Texas State Board of Education guide and monitor all activities and programmes relating to public education in Texas. The TEA is responsible for the following: managing the state's textbook-adoption process; overseeing development of the statewide curriculum; administering the statewide assessment programme; managing a data collection system of information on public school students, staff, and finances; rating school districts under the statewide accountability system; implementing research and information programmes; monitoring for compliance with federal guidelines; and acting as the fiscal agent for the distribution of state and federal funds.<sup>262</sup>

The board of education consists of 15 elected members representing different regions of the state. Of these, one member is appointed to serve as chair by the governor. Another body, the Texas Higher Education Coordinating Board, serves as a liaison between higher education institutions and the legislature. It currently is focused on helping Texas' colleges and universities meet the goals set in the state's higher education plan, *Closing the Gaps by 2015*,<sup>263</sup> which is focused on closing educational gaps among racial and ethnic groups within Texas, as well as between Texas and other states, in four primary areas: student participation, student success, excellence, and research.<sup>264</sup>

## 7.2 Texas - Recent Reform Initiatives

### 7.2.1 Race to the Top (RTTT)

Governor Perry announced on 13 January 2010 that Texas would not apply for RTTT funds, claiming that although the money would be helpful, it would not last and the state would have to "adopt national standards and tests for years to come."<sup>265</sup> Supporters of the governor's decision argued that Texas' application would be penalised in the competition as its state board of education had recently developed its own set of college-and career-ready curriculum standards in core subjects.<sup>266</sup>

### 7.2.2 Testing/Accountability

The Texas Essential Knowledge and Skills (TEKS) is the name of the state curriculum that details what students are expected to know and be able to do at the completion of each grade. TEKS is also used to establish test objectives that guide the development of test

<sup>260</sup> Texas Higher Education Coordinating Board. "Tuition Deregulation Overview." <http://www.theccb.state.tx.us/reports/PDF/1527.PDF>.

<sup>261</sup> Texas Higher Education Coordinating Board. "Higher Education Almanac." <http://www.theccb.state.tx.us/index.cfm?objectid=26AEABDA-D2CC-4D37-5AB48345339DFCE1>.

<sup>262</sup> Texas Education Agency. "TEA Mission and Responsibilities." <http://www.tea.state.tx.us/index2.aspx?id=150>.

<sup>263</sup> Texas Higher Education Coordinating Board. "Mission Statement." <http://www.theccb.state.tx.us/index.cfm?objectid=590DB776-049E-7F1F-BA50A97E6E39169D>.

<sup>264</sup> Texas Higher Education Coordinating Board. "Closing the Gaps." <http://www.theccb.state.tx.us/index.cfm?objectid=858D2E7C-F5C8-97E9-0CDEB3037C1C2CA3>.

<sup>265</sup> Office of the Governor (State of Texas). "Governor Perry: Texas Knows Best How to Educate Our Students." <http://governor.state.tx.us/news/press-release/14146/>.

<sup>266</sup> Ibid.

items and the assessment. In this manner the Texas Assessment of Knowledge and Skills (TAKS) is able to directly reflect student performance as related to state curriculum.<sup>267</sup>

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR) will replace TAKS. The new system responds to recent legislation and focuses on college-readiness for high school students. In grades 3-8, students will continue to be tested in mathematics and reading, as they were under TAKS. In high school, the new system will mandate course-based final assessments in 12 subjects instead of general subject-area tests.<sup>268</sup>

### 7.2.3 Higher Education Accountability and Efficiency

A recent report outlining a reform agenda proposed by the purportedly right-leaning Texas Public Policy Foundation (TPPF) and Governor Rick Perry stirred up considerable controversy. The report, entitled *Seven Breakthrough Solutions*, proposed cost savings that faculty members at the state's institutions of higher education claimed would interfere with academic freedom and were ideologically motivated.<sup>269</sup> Among the recommendations were rewarding professors with bonuses based on student feedback, splitting teaching and research budgets, and collecting data on faculty workloads and efficiency. In response to this report, a new organisation, the Texas Coalition for Excellence in Higher Education (TCEHE), was formed to defend the state's colleges and universities from the criticisms being directed at higher education.<sup>270</sup>

In August 2011, University of Texas System Chancellor Francisco Cigarroa presented a framework for reform for the system's nine universities and six health centres that addressed the issues of accountability, outcomes, and efficiency raised by the governor and the TPPF. It also gave considerable leeway to campuses in evaluating faculty members and rejected the notion that students are the best way to evaluate them. Cigarroa's plan gained high praise as a compromise and received bipartisan political support, along with approval from the TPPF and the TCEHE.<sup>271</sup> It was unanimously accepted by the system's board of regents.

### 7.2.4 Higher Education Degree Completion

Texas lags behind the national average in higher education attainment: 31% of Texans hold an associate's degree or higher compared to 38% of US residents nationally.<sup>272</sup> Legislation aimed at increasing college-completion rates in the state recently was passed by the Texas House of Representatives (House Bill 3025). That bill requires all college and university students in the state to file degree plans after completing 45 semester hours of courses. It also allows students who transfer from two- to four-year institutions to earn their associate's degrees retroactively upon accumulation of sufficient credits while studying at the latter.

### 7.2.5 The Top 10 Percent Scholarship Program

In 1997, the Texas legislature passed what is known as the Top 10 Percent Law, which enables students who are in the top 10% of their high school class to be automatically accepted into any Texas public higher education institution. The law addresses the

<sup>267</sup> Texas Education Agency. "TAKS Performance Standards." <http://www.tea.state.tx.us/student.assessment/taks/pstandards/>.

<sup>268</sup> Texas Education Agency. "State of Texas Assessments of Academic Readiness (STAAR) Questions and Answers," updated October 2011. [www.tea.state.tx.us/student.assessment/staar/](http://www.tea.state.tx.us/student.assessment/staar/).

<sup>269</sup> P. Weber, "Rick Perry Stirs Texas Higher Education Turmoil Over Reform Proposals," *Huffington Post*, 5 June 2011. [http://www.huffingtonpost.com/2011/06/05/rick-perry-texas-higher-education\\_n\\_871573.html](http://www.huffingtonpost.com/2011/06/05/rick-perry-texas-higher-education_n_871573.html).

<sup>270</sup> Inside Higher Ed. "Group Formed to Defend Texas Higher Ed," 16 June 2011. <http://www.insidehighered.com/quicktakes/2011/06/16/group-formed-defend-texas-higher-ed>.

<sup>271</sup> Kevin Kiley, "Texas-Sized Compromise," *Inside Higher Ed*, 26 August 2011.

[http://www.insidehighered.com/news/2011/08/26/university\\_of\\_texas\\_chancellor\\_unveils\\_framework\\_for\\_improving\\_system](http://www.insidehighered.com/news/2011/08/26/university_of_texas_chancellor_unveils_framework_for_improving_system).

<sup>272</sup> Katherine Mangan, "Texas Takes Steps to Streamline the Path to a College Degree," *Chronicle of Higher Education*, 26 July 2011. <http://chronicle.com/article/article-content/128404/>.

disadvantage that students from Texas high schools serving predominantly black and Hispanic students experience in the college admissions process. Ten years later, in 2007, the Texas legislature created the Top 10 Percent Scholarship Program for those students who graduate in the top 10% of their high school class and have financial need. Considerable controversy about the Top 10 Percent Law was generated after The University of Texas at Austin reported that more than 80% of its incoming students in AY 2009-10 were admitted under that provision.<sup>273</sup>

### 7.3 Texas - Resources

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- **Texas Center for Education Research** ([www.tcer.org/](http://www.tcer.org/)) is an independent, nonprofit educational research organisation established to study major issues affecting all levels and areas of Texas public education.
- **Texas Education Agency** (<http://www.tea.state.tx.us/>) offers leadership, guidance, and resources to help Texas schools meet the educational needs of all students statewide.
- **Texas Higher Education Coordinating Board** (<http://www.thecb.state.tx.us/>) provides general information about Texas colleges and universities, including costs, admissions, financial aid, scholarships, residency, statistics, and degrees offered.

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<sup>273</sup> Ronald Roach, "Tricky Times for the Top 10 Percent Program," *Diverse Issues in Higher Education*, 9 August 2007. <http://diverseeducation.com/article/9014/>.



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## Appendix A: Other States of Interest

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### **Colorado**

Colorado Student Demographics

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/CO/>)

The Colorado State Board of Education and the Colorado Commission on Higher Education recently have taken broad steps toward aligning secondary and postsecondary education standards in that state. Their efforts, which began in 2009, were made as part of a three-year transformation of Colorado's education system that will include implementing a new testing system to evaluate students' knowledge of the state curricular standards, possibly eliminating the Colorado Student Assessment Program, and altering high school diplomas to include an honours diploma that indicates the college preparatory courses taken by students. The state board adopted the current Colorado K-12 Academic Standards in December 2009 (updated from the original standards developed in AY 1993-94). As a result, all Colorado public school districts are required by statute to adopt standards that meet or exceed the new academic standards by December 2011. The board also recently approved the state's implementation of the Common Core Standards in math and English-language arts. The Colorado Department of Education (CDE) will begin to augment the state standards with the Common Core Standards.

Colorado has become a standout among states because of reforms recently made in the Denver Public Schools' (DPS) Professional Compensation System for Teachers (ProComp). ProComp is a compensation system that links teacher pay to the school district's instructional mission. Jointly designed by the Denver Classroom Teachers Association and DPS, the system has received national attention because it rewards teachers for their professional accomplishments while linking pay to student achievement. Under ProComp, teachers and student services professionals have four ways to earn pay increases: by demonstrating the ability to help their students grow academically, by teaching in challenging schools or taking on hard-to-staff assignments, by advancing their own professional knowledge and skills, and by earning satisfactory performance evaluations.<sup>274</sup>

### **Connecticut**

Connecticut Student Demographics

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/CT/>)

In 2010, the Connecticut General Assembly adopted legislation that will increase graduation requirements in the state's public schools beginning with the Class of 2018. With regard to middle school reforms, the Connecticut Secondary School Reform Plan calls for student success plans to be developed for every student beginning in grade six. These plans will serve as tools that integrate the best features of advisor-advisee programmes and are to be continually updated as students progress to and through high school and possibly beyond.

Other recently passed legislation in Connecticut mandates very specific curriculum requirements for the state's middle schools, including the development of model curricula that will apply consistently to all middle schools and ensure very close alignment to high school expectations, particularly in language arts, mathematics, and science. It further mandates that before completing eighth grade, every middle school student in Connecticut produce an electronic reflective portfolio of his or her best work or a demonstration project that will allow a culminating assessment of what each student learned in the middle school years. The new law also increases the minimum credits required for high school

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<sup>274</sup> Denver Public Schools. "ProComp at a Glance." <http://www.nctq.org/docs/27-3.pdf>.

graduation; places greater emphasis on mathematics, science, and world languages; and requires every student to complete a capstone project that demonstrates their grasp of a significant aspect or aspects of their high school experience. Students have several choices for completing these capstone projects—from developing a portfolio of best work to completing a set of experiments organised around one or more scientific problems, doing community service, or working as an intern in a local business.

New legislation also requires Connecticut's community colleges and state universities to implement strategies and supports to smooth the transition from high school to college for students. This effort is modelled on nationally acclaimed initiatives such as the Bridge Mentoring Program and the ACE (Architecture, Construction, and Engineering) Mentor Program, and provides avenues for qualified students to accelerate their learning experiences prior to completing high school.<sup>275</sup>

## **Maryland**

### Maryland Student Demographics

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/MD/>)

Maryland ranked at the top in a recent longitudinal study conducted by *Education Week* that evaluated school systems on a number of criteria, including accountability standards, college readiness of high school graduates, education spending, and educational equity.

A second study conducted by MGT of America found that “proficiency levels state-wide [in Maryland] have improved dramatically for all students,” particularly in elementary schools.<sup>276</sup> That study also reported that Maryland reduced the gap separating proficient from below-proficient students by 50% between 2004 and 2008—an impressive achievement. It attributed much of this improvement to the state's successes in hiring new and better-qualified teachers, improving student-teacher ratios by creating 8,300 new teaching positions, and increasing school and classroom accountability for achievement.

Maryland places a great deal of emphasis statewide on early childhood education (ECE) through its multiple initiatives to improve the credentials of its ECE teaching workforce. One such programme is the Maryland Child Care Credentialing Program, which, in 2010, allotted over USD \$1 million in bonuses and training support to participants via vouchers and reimbursements for training costs. Under the Maryland Model for School Readiness (MMSR) Professional Development Program, the state offered skills and pedagogical training to all kindergarten and most prekindergarten teachers in the state. All participating MMSR teachers must receive a master's degree or its equivalent after 10 years of successful teaching; their certifications must then be renewed every 5 years, as mandated by the Maryland State Department of Education's Division of Certification and Accreditation.

Maryland's highest-performing school system is the Montgomery County Public Schools (MCPS), a suburban system close to the nation's capital. MCPS recently was paid USD \$2.25 million by a commercial textbook firm to develop a modified version of its exemplary elementary school curriculum that will be sold around the world.<sup>277</sup> MCPS school leaders employ systematic, sophisticated methods to keep their teachers, administrators, and other staff motivated, meeting regularly with senior executives from corporations such as Disney,

<sup>275</sup> Connecticut State Department of Education. “The Connecticut Plan.” <http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf>.

<sup>276</sup> Nelson Hernandez, “State Public School System Ranked Best in the US,” *Washington Post*, 8 January 2009. <http://www.washingtonpost.com/wp-dyn/content/article/2009/01/07/AR2009010702347.html>.

<sup>277</sup> Montgomery County Public Schools. “MCPS in the News: Fox 5 News: Interview with Superintendent Weast Highlights MCPS' #1 Graduation Rate and Record Accomplishments of the Class of 2010,” 10 June 2010. <http://www.montgomeryschoolsmd.org/info/inthenews/>.

Marriott International, Lockheed Martin, and KPMG to learn and incorporate industry best practices in human capital development.

With regard to higher education, Maryland's state university system consistently is ranked as one of the best in the nation and is a standout among US universities for maintaining a statewide tuition-rate freeze despite the recent economic downturn.

## **Massachusetts**

Massachusetts Student Demographics

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/MA/>)

The success of the Massachusetts public school system has been attributed to its strong reliance on international benchmarking in setting the scope and pace of its education reform initiatives. Though the United States, as a whole, lags behind several countries on recent international assessments, Massachusetts ranked third in the world in the 2007 Trends in International Mathematics and Science Study (TIMSS) eighth-grade assessment. In that same year, the state's fourth and eighth graders finished first or tied for first in every part of the National Assessment of Education Progress (NAEP), a nationwide assessment covering mathematics, reading, science, writing, the arts, civics, economics, geography, and US history.<sup>278</sup>

Recently, Massachusetts has gained much notoriety for the unique teacher induction and professional development initiatives of its largest school system: the Boston Public Schools (BPS). One such initiative is the Boston Teacher Residency (BTR) programme. BTR is a postgraduate programme in education that recruits talented college graduates, career changers, and community members. The programme's residents spend a full academic year in a BPS classroom, teaching alongside an experienced mentoring teacher and applying theory to practice through rigorous coursework. This commitment earns them a master's degree in education from the University of Massachusetts Boston, a Massachusetts Initial Teacher License, and credit toward a dual license in Special Education.<sup>279</sup>

## **North Carolina**

North Carolina Student Demographics

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/NC/>)

North Carolina is a constant leader in national school accountability and curriculum reform efforts. Through its Accountability and Curriculum Reform Effort (ACRE), this state is implementing a comprehensive initiative to redefine its Standard Course of Study curriculum for K-12 students, student assessment programme, and school accountability model. In undertaking this ambitious work, North Carolina education leaders are the first in the nation to address learning standards, student assessments, and school accountability simultaneously.

In stages over a five-year span (from 2008 to 2013), the ACRE initiative will: identify the most critical knowledge and skills that students need to learn, filtering the "must-have" elements of the curriculum from the "nice-to-have" elements; create new student tests for grades 3-8 and high school courses that use more open-ended questions, technology, and real-world applications of what students learn in school; and provide a new model for measuring school success that gives parents and educators more relevant information about how well schools are preparing students for college, work, and adulthood.

<sup>278</sup> NCES Institute of Education Sciences. "National Assessment of Education Progress." <http://nces.ed.gov/nationsreportcard/>.

<sup>279</sup> "Boston Teacher Residency." <http://www.bostonteacherresidency.org/>.

North Carolina's public education system prides itself on professional development that is standards- and expectations-driven, and that features regular evaluation and mentoring for teachers and administrators.

To ensure that a uniform, standards-based curriculum is taught at the early childhood level, North Carolina teachers must follow an approved curriculum from a list of options that includes Creative Curriculum, OWL (Our Whole Lives), Perry/High Scope, and Montessori programmes, among others. Annual evaluations, conducted by the Frank Porter Graham Institute of the University of North Carolina at Chapel Hill (UNC-Chapel Hill), inform North Carolina's State Department of Public Instruction on key matters of workforce development such as licensure rates, correlations of teacher qualifications with teaching practices, and notable correlation for literacy education practices.

North Carolina is unique among the states in that it provides an online portal, the "North Carolina School Report Cards" site, as a single and comprehensive source of data about student achievement and attendance, class size, school safety, teacher quality, school technology, and other information from its public and charter schools.<sup>280</sup>

Of note, UNC-Chapel Hill is one of the nation's so-called "Public Ivy" schools. It consistently ranks in the top five among public universities, yet its total costs to attend are generally lower than the other top-ranked schools. UNC-Chapel Hill's schools of medicine, law, and business all have excellent reputations.

## **Ohio**

Ohio Student Demographic Data

(<http://www.eddataexpress.ed.gov/state-report.cfm/state/OH/>)

Ohio has been a leader in several controversial education reform measures such as charter schools, voucher programmes, and teacher evaluation and elimination initiatives. During the 2011 session, the Ohio legislature has reformed state laws regarding charter schools to strengthen the provisions allowing for automatic closure of poorly performing charters. In doing so, it also significantly raised the caps on the number of charter schools that individual authorisers could sponsor. The legislature also expanded the public school voucher programme to include 60,000 students within two years, making it the largest such programme in the United States.

The teaching profession within Ohio has also been subjected to a number of state-level reforms in recent years. Among these, the legislature eliminated last-in-first-out staffing practices and replaced them with a law that requires staffing decisions to be based on performance. It also mandated the replacement of all continuing contracts for teacher hires with one-year, short-term contracts. It gave authority to local school districts throughout the state to create their own teacher evaluations, with the caveat that those evaluations must be based on a minimum of 50% growth in student achievement; and restricted the scope of bargaining for local school districts, eliminating such items as health-care benefits from collective bargaining discussions. The final implementation of these measures is subject to pending lawsuits.<sup>281</sup>

With over 52,000 students, The Ohio State University (OSU) has the distinction of being the largest public university in the United States. Founded in 1870, OSU consistently ranks among the top-20 public universities in the country. It has strong schools of business and law, and its political science department is particularly well respected.

<sup>280</sup> "Public Schools of North Carolina." <http://www.ncpublicschools.org/>.

<sup>281</sup> 129<sup>th</sup> Ohio General Assembly. "Senate Bill 5." [http://www.legislature.state.oh.us/bills.cfm?ID=129\\_SB\\_5](http://www.legislature.state.oh.us/bills.cfm?ID=129_SB_5).

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## Appendix B: Peak Bodies, Foundations, and Think Tanks

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### **1.0 Early Childhood Associations**

#### **Board on Children, Youth, and Families (BCYF)**

Institute of Medicine of the National Academies | 500 Fifth Street, NW | Washington, DC 20001 | (202) 334-1935  
(<http://www.bocyf.org>)

BCYF addresses a variety of policy-relevant issues related to the health and development of children, youth, and families. It does so by convening experts to weigh in on matters from the perspective of the behavioural, social, and health sciences. Organised in 1993, the BCYF was created under the joint aegis of the National Research Council's Division of Behavioral and Social Sciences and Education and the Institute of Medicine.

#### **Child Trends**

4301 Connecticut Avenue, NW, Suite 350 | Washington, DC 20008 | (202) 572-6000  
(<http://www.childtrends.org/index.cfm>)

Founded in 1979, Child Trends is a nonprofit, nonpartisan research centre that studies children at all stages of development. As the nation's only independent research and policy centre exclusively focused on children, Child Trends seeks to improve the lives of children and youth by conducting high-quality research and sharing it with the people and institutions whose decisions and actions affect children. Child Trends identifies emerging issues; evaluates important programmes and policies; and provides data-driven, evidence-based guidance on policy and practice. Child Trends is supported by foundations as well as local, state, and federal governments and private-sector funders.

#### **McCormick Center for Early Childhood Leadership**

National Louis University | 6310 Capitol Drive | Wheeling, IL 60090 | (800) 443-5522, ext. 5056  
(<http://cecl.nl.edu/>)

The McCormick Center for Early Childhood Leadership is dedicated to enhancing the management skills, professional orientation, and leadership capacity of early childhood administrators. The activities of the centre encompass four areas: training and technical assistance, programme evaluation, research, and public awareness. Its many programmes are supported by grants and contracts from many philanthropic foundations, government agencies, private corporations, and individuals.

#### **National Association for the Education of Young Children (NAEYC)**

1313 L Street, NW, Suite 500 | Washington, DC 20005 | (202) 232-8777  
(<http://www.naeyc.org/>)

Founded in 1926, NAEYC is the world's largest organisation working on behalf of young children from birth to eight years old. With nearly 80,000 members, a national network of more than 300 state and local affiliates, and a growing global alliance of like-minded organisations, NAEYC convenes thought leaders, teachers, and other practitioners, researchers, and other stakeholders to set standards of excellence for programmes and teachers in early childhood education. NAEYC's members include teachers, para-educators, centre directors, trainers, college educators, parents and families of young children, and the public at large.



**Pre-K Now**

901 E Street, NW, 10th Floor | Washington, DC 20004 | (202) 540-6350  
(<http://www.preknow.org/>)

Pre-K Now is a public education and advocacy campaign that advances high-quality, voluntary prekindergarten for all three- and four-year-olds. Pre-K Now is a project of The Pew Center on the States and receives support from The Pew Charitable Trusts and other funders.

**ZERO TO THREE: National Center for Infants, Toddlers, and Families**

1255 - 23rd Street, NW, Suite 350 | Washington, DC 20037 | (202) 638-1144  
(<http://www.zerotothree.org/>)

ZERO TO THREE is a national, nonprofit organisation that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. The ZERO TO THREE mission is to promote the health and development of infants and toddlers.

**2.0 Elementary and Secondary Education Associations****American Association of School Administrators (AASA)**

801 North Quincy Street, Suite 700 | Arlington, VA 22203 | (703) 528-0700  
(<http://www.aasa.org/>)

AASA, founded in 1865, is a professional organisation comprised of more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents, and senior-level school administrators to cabinet members, professors, and aspiring school system leaders. They are the chief education advocates for children, who advance the goals of public education and champion children's causes in their districts and nationwide. AASA helps shape policy and oversee its implementation, and it represents school districts to the public at large.

**American Federation of Teachers (AFT)**

555 New Jersey Avenue, NW | Washington, DC 20001 | (202) 879-4400  
(<http://www.aft.org/>)

AFT is the second-largest education labour union in the United States, representing 1.5 million elementary, secondary, and postsecondary educators as well as nurses and other healthcare professionals. In general, AFT members tend to be located in large cities and on the East Coast of the United States, but they also include education-affiliated workers outside the field of K-12 public education. The AFT Educational Research and Dissemination Program is a union-sponsored, research-based professional development initiative that delivers professional development services in collaboration with school districts.

**Council for Exceptional Children (CEC)**

2900 Crystal Drive, Suite 1000 | Arlington, VA 22202-3557 | (703) 620-3660  
(<http://www.cec.sped.org/>)

CEC is the largest international professional organisation dedicated to improving the educational success of children with disabilities and/or gifted-and-talented children. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

**Council of the Great City Schools (CGCS)**

1301 Pennsylvania Avenue, NW, Suite 702 | Washington, DC 20004 | (202) 393-2427  
(<http://www.cgcs.org/>)

CGCS is a coalition of 66 of the largest urban public school systems in the United States. The organisation promotes programmes and policies to educate all urban school students to the highest academic standards.

**International Reading Association (IRA)**

444 North Capitol Street, NW, Suite 524 | Washington, DC 20001 | (202) 624-8800  
(<http://www.reading.org/>)

Since 1956, IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. With more than 70,000 members, the association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.

**National Association of State Boards of Education (NASBE)**

2121 Crystal Drive, Suite 350 | Arlington, VA 22202 | (703) 684-4000  
(<http://www.nasbe.org/>)

NASBE is a nonprofit, private association that represents state and territorial boards of education. The association's principal objectives are to strengthen state leadership in education policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity, and assure responsible lay governance of public education.

**National Board for Professional Teaching Standards (NBPTS)**

1525 Wilson Boulevard, Suite 500 | Arlington, VA 22209 | (703) 465-2700  
(<http://www.nbpts.org/>)

NBPTS is an independent, nonprofit, nonpartisan, and nongovernmental organisation formed in 1987 to advance the quality of teaching and learning by developing professional standards for teaching (including early childhood instruction). NBPTS also created a voluntary system to certify teachers who meet its national standards and works to integrate certified teachers into educational reform efforts.

**National Center on Education and the Economy (NCEE)**

2000 Pennsylvania Avenue, NW, Suite 5300 | Washington, DC 20006 | (202) 379-1800  
(<http://www.ncee.org/>)

NCEE is a nonprofit policy analysis and development organisation with the following mission: "To analyze the implications of changes in the international economy for American education, formulate an agenda for American education based on that analysis and seek wherever possible to accomplish that agenda through policy change and development of the resources educators would need to carry it out." The National Alliance for Restructuring Education, New Standards Project, and National Institute for School Leadership are examples of large-scale systems-reform-oriented programmes launched by NCEE.

**National Education Association (NEA)**

1201 - 16th Street, NW | Washington, DC 20036 | (202) 833-4000  
(<http://www.nea.org/>)

With 3.2 million members, NEA is the largest professional organisation and largest labour union in the United States, representing public school teachers and other support personnel,

faculty, and staff at colleges and universities, retired educators, and college students preparing to become teachers. The NEA Reference Center provides reports on policy, best practices, and conditions in public education.

### **National Indian Education Association (NIEA)**

110 Maryland Avenue, NE, Suite 104 | Washington, DC 20002 | (202) 544.7290  
(<http://www.niea.org/>)

Incorporated in 1970, NIEA is the largest and oldest national American Indian education organisation and strives to increase educational excellence, opportunity, and equity for Native students. NIEA supports traditional Native cultures and values to enable Native learners to become contributing members of their communities, promote Native control of educational institutions, and improve educational opportunities and resources for American Indians, Alaska Natives, and Native Hawaiians throughout the United States.

### **New York City Leadership Academy**

45-18 Court Square, 2<sup>nd</sup> Floor | Long Island City, NY 11101 | (718) 752-7365  
(<http://www.nyleadershipacademy.org/>)

The mission of the New York City Leadership Academy is to prepare and support visionary, passionate educators who can lead schools that orient all their activities around accelerating student learning and academic growth. It engages this mission through its Aspiring Principals Program, which recruits, prepares, and supports educators seeking to lead New York City public schools.

### **Teach for America (TFA)**

315 West 36<sup>th</sup> Street, 8<sup>th</sup> Floor | New York, NY 10018 | (212) 279-2080  
(<http://www.teachforamerica.org/>)

TFA is a nonprofit organisation that aims to eliminate educational inequity by enlisting the nation's most promising future leaders to teach for two or more years in low-income communities throughout the United States. The organisation aspires for its participating teacher corps members to gain the insight and added commitment necessary to tackle the root causes of America's achievement gap beyond their years of service in the classroom.

## **3.0 Career and Technical (Vocational) Education Associations**

### **Association for Career and Technical Education (ACTE)**

1410 King Street | Alexandria, VA 22314 | (800) 826-9972  
(<http://www.acteonline.org/>)

Founded in 1926, ACTE is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. With more than 27,000 members, ACTE is committed to enhancing the job performance and satisfaction of its members; increasing public awareness and appreciation for career and technical programmes; and assuring growth in local, state, and federal funding for these programmes by communicating and working with legislators and government leaders.

### **National Association of State Directors of Career Technical Education Consortium (NASDCTEc)**

8484 Georgia Avenue, Suite 320 | Silver Spring, Maryland 20910 | (301) 588-9630  
(<http://www.careertech.org/>)

NASDCTEc was established in 1920 to represent the state and territory heads of secondary, postsecondary, and adult career technical education (CTE) across the nation. NASDCTEc is

an advocate for policies and legislation that enhance and sustain high-quality CTE programmes throughout the nation. To that end, the association actively monitors federal and national developments and around the country for the latest research, news, and issues influencing the dialogue on CTE and education policy. NASDCTE<sup>c</sup> also provides members and the CTE community with tools, resources, and timely information required to support high-quality CTE.

#### **4.0 Higher Education Associations (Community Colleges)**

##### **American Association of Community Colleges (AACC)**

One Dupont Circle, NW, Suite 410 | Washington, DC 20036 | (202) 728-0200  
([www.aacc.nche.edu](http://www.aacc.nche.edu))

AACC is the primary advocacy organisation for the nation's 1,100 two-year, degree-granting institutions (public and private community colleges, junior and technical colleges, and their branch campuses). Organised in 1920, AACC promotes the causes of its member colleges through legislative advocacy; monitoring of national issues and trends; data collection, analysis, and dissemination, representation with other educational agencies and the national media; and research and publication of news and scholarly analyses.

##### **Association of Community College Trustees (ACCT)**

1740 N Street, NW | Washington, DC 20036 | Phone: (202) 775-4667  
([www.acct.org](http://www.acct.org))

ACCT represents the more than 6,500 board members who govern community, technical, and junior colleges in the United States and Canada. With the participation of governing board members from many other countries, ACCT works to strengthen the capacity of community, technical, and junior colleges to realise their missions on behalf of their communities. Its major activities include trustee education and assisting boards in developing and affecting public policy. ACCT also offers to board members services such as executive search and retreat facilitation.

#### **5.0 Higher Education Associations (Universities /Colleges)**

##### **American Council on Education (ACE)**

One Dupont Circle, NW, Suite 800 | Washington, DC 20036 | (202) 939-9300  
([www.acenet.edu](http://www.acenet.edu))

Founded in 1918, ACE is the nation's umbrella higher education association. With approximately 1,800 members, including accredited degree-granting colleges and university from all sectors of higher education and other educational and education-related organisations, ACE is a forum for the discussion of major issues relating to higher education.

##### **American Association of State Colleges and Universities (AASCU)**

One Dupont Circle, NW, Suite 700 | Washington, DC 20036 | (202) 857-1821  
([www.aascu.nche.edu](http://www.aascu.nche.edu))

AASCU is an association of more than 400 public colleges and universities and systems across the United States and in Puerto Rico, Guam, and the Virgin Islands. Its members share a learning- and teaching-centred culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions' economic progress and cultural development.

##### **American Indian Higher Education Consortium (AIHEC)**

121 Oronoco Street | Alexandria, VA 22314 | (703) 838-0400

(<http://www.aihec.org/>)

AIHEC represent the interests of the nation's newly developed Tribal colleges, which are controlled and operated by American Indian nations. Its members include 36 Tribal colleges and universities located from Michigan west to Alaska and Arizona. One of the most significant AIHEC achievements to date has been its work with the United States Congress to authorise the land-grant status to 29 Tribal colleges, achieved in October 1994 under the Elementary and Secondary Education Act.

### **Association of American Colleges and Universities (AAC&U)**

1818 R Street, NW | Washington, DC 20009 | (202) 387-3760  
([www.aacu-edu.org](http://www.aacu-edu.org))

AAC&U is an institutional membership association founded in 1915 that focuses on advancing the aims of liberal education. The AAC&U membership is comprised of accredited public and private colleges and universities of every type and size. The association facilitates campus-based work on leadership and educational values, curricular purposes and involvement in learning, faculty and institutional development, diversity and educational excellence, and learning in the global community.

### **Association of American Universities (AAU)**

1200 New York Avenue NW, Suite 550 | Washington, DC 20005 | (202) 408-7500  
(<http://www.aau.edu/>)

AAU is an organisation of leading research universities that is devoted to maintaining a strong system of academic research and education. It consists of 59 universities in the United States (both public and private) and 2 universities in Canada.

### **Association of Public and Land-Grant Universities (APLU)**

1307 New York Avenue, NW, Suite 400 | Washington, DC 20005 | (202) 478-6040  
(<http://www.aplu.org/>)

APLU is nonprofit association of public research universities, land-grant institutions, and state university systems. It has 218 member institutions in all 50 states and the US territories that combined enrol more than 4.7 million students and are estimated to have more than 20 million alumni.

### **National Association of Independent Colleges and Universities (NAICU)**

One Dupont Circle NW, Suite 800 | Washington, DC 20036 | Phone: (202) 939-9410  
(<http://www.naicu.edu/>)

NAICU serves as the unified national voice of independent higher education. Since 1976, the association has represented private colleges and universities on policy issues with the federal government such as those affecting student aid, taxation, and government regulation.

### **Washington Higher Education Secretariat (WHES)**

One Dupont Circle NW, Suite 800 | Washington, DC 20036 | (202) 939-9410  
([www.whes.org](http://www.whes.org))

WHES was established in 1962 to serve as a voluntary forum for chief executive officers of national higher education associations. WHES includes approximately 50 associations, each of which serves a significant sector or function in postsecondary education. The organisation provides a forum for association leaders to consider strategic issues, review trends and challenges confronting higher education and develop responses, and learn from colleagues and external experts.



## **6.0 Foundations**

### **The Eli and Edythe Broad Foundation**

10900 Wilshire Boulevard, 12<sup>th</sup> Floor | Los Angeles, CA 90024-6532  
(<http://www.broadfoundation.org/>)

#### Financial Data

(as of 12/31/2010) Total Assets: USD \$1.6 billion; Total Education Giving: USD \$31.1 million

#### Education Focus Area and Key Initiatives

Since 1999, The Eli and Edythe Broad Foundation has provided nearly USD \$400 million to significantly improve student achievement in urban areas by creating and supporting strong leadership, school district efficiency, competition, best practices, and teacher quality. The foundation focuses on improving urban school districts because they serve one of every four American children. A hallmark programme of the foundation is the USD \$1 million Broad Prize for Urban Education. The largest education award in the country given to school districts, the Broad Prize is awarded each year to honour urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among poor and minority students. Other programmes supported by The Broad Foundation include The Broad Residency, a leadership development programme, and The Broad Superintendents Academy, which identifies and prepares prominent leaders to lead urban school districts.

### **Carnegie Corporation of New York**

437 Madison Avenue | New York, NY 10022-7003  
(<http://www.carnegie.org/>)

#### Financial Data

(as of 09/30/2010) Total Assets: USD \$2.5 billion; Total Education Giving: USD \$57.5 million

#### Education Focus Area and Key Initiatives

The Carnegie Corporation's goal is to generate systemic change throughout the kindergarten to college (K-16) continuum, with particular emphasis on secondary and higher education. Its grants aim to enable many more students, including historically underserved populations and immigrants, to achieve academic success and perform at the highest levels of creative, scientific, and technical knowledge and skill. Through reports such as *The Opportunity Equation*, The Carnegie Corporation recommends concrete actions by organisations from labour and business to federal and state government, schools and colleges, and donors.

### **The Michael and Susan Dell Foundation**

P.O. Box 163867 | Austin, TX 78716-3867  
(<http://www.msdf.org/>)

#### Financial Data

(as of 12/31/2009) Total Assets: USD \$981 million; Total Education Giving: USD \$62.9 million

#### Education Focus Area and Key Initiatives

Education-related grants comprise two-thirds of The Dell Foundation's giving. To help children achieve the educations and skills that will enable them to break out of poverty, the foundation supports large-scale interventions that help students achieve grade-specific learning levels through in-school and after-school academic support; promotes better teaching processes, improved leadership and teacher capabilities as well as more sustainable school operations through integrated school-excellence programmes; and

provides employable skills development and training for impoverished adolescents who might otherwise be unemployed after high school graduation.

### **The Ford Foundation**

320 East 43<sup>rd</sup> Street | New York, NY 10017-4801  
(<http://www.fordfoundation.org/>)

#### Financial Data

(as of 09/30/2010) Total Assets: USD \$10.8 billion; Total Education Giving: USD \$49.2 million

#### Education Focus Area and Key Initiatives

The Ford Foundation's secondary education work focuses on expanded and redesigned learning opportunities, high-quality teaching, adequate and fairly distributed resources, and strong accountability. Ford funds have provided students with additional hours of academic instruction, well-rounded 21<sup>st</sup>-century curricula, and more personalised learning relationships with adults. The foundation's efforts in support of higher education provide greater access and affordability as well as innovations that increase the likelihood that students will earn degrees.

### **The Bill & Melinda Gates Foundation**

P.O. Box 23350 | Seattle, WA 98102-0650  
(<http://www.gatesfoundation.org/>)

#### Financial Data

(as of 12/31/2009) Total Assets: USD \$33.9 billion; Total Education Giving: USD \$356.8 million

#### Education Focus Area and Key Initiatives

Gates Foundation initiatives have focused on the development of clear college-ready standards that are consistent across the states, improved educational data systems, and innovative programmes to increase college readiness and remove barriers to a high-quality education. The foundation has also invested in research and reform efforts that provide clearer understandings about what makes a teacher effective; that rethink the way districts recruit, retain, and evaluate teachers in schools; and that re-imagine "what education looks like" by exploring new approaches to and models of schools and learning.

### **The William and Flora Hewlett Foundation**

2121 Sand Hill Road | Menlo Park, CA 94025-6909  
(<http://www.hewlett.org/>)

#### Financial Data

(as of 12/31/2010) Total Assets: USD \$7.3 billion; Total Education Giving: USD \$48.7 million

#### Education Focus Area and Key Initiatives

The Hewlett Foundation's education programme makes grants that aim to improve education by expanding the reach of openly available educational resources, improving education policies, and supporting "deeper learning"—which it defines as a combination of the fundamental knowledge and practical basic skills all students need to succeed. Since 2002, the foundation has concentrated on improving the conditions for education policy reform in California and fostering the spread of high-quality open educational resources.

**The W. K. Kellogg Foundation**

1 Michigan Avenue East | Battle Creek, MI 49017-4005  
(<http://www.wkkf.org/>)

Financial Data

(as of 08/31/2010) Total Assets: USD \$7.2 billion; Total Education Giving: USD \$137 million

Education Focus Area and Key Initiatives

The Kellogg Foundation primarily invests in early child development (ages zero to eight) programmes that ultimately can lead to reading proficiency by third grade, high school graduation, and access to pathways to meaningful employment. The foundation's Family Literacy initiatives seek to provide the knowledge, skills, tools, and environmental support that parents, guardians, extended family members, and caregivers need to navigate education systems and advocate successfully on behalf of their children's development and well-being.

**The Lilly Endowment, Inc.**

2801 North Meridian Street | P.O. Box 88068 | Indianapolis, IN 46208-0068  
(<http://www.lillyendowment.org/>)

Financial Data

(as of 12/31/2010) Total Assets: USD \$5.1 billion; Total Education Giving: USD \$79.9 million

Education Focus Area and Key Initiatives

Through its education grant making, The Lilly Endowment funds efforts to strengthen educational institutions and their educational and research programmes, enhance the effectiveness and morale of teachers in the state of Indiana, provide resources for students to pay for their college educations, expand college internship and placement programmes, and engage community residents in supporting improvements in the quality of education. For 2012, the endowment announced that it would again offer up to 120 grants of USD \$8,000 each to Indiana's public and private school teachers (including guidance grants to 60 counsellors and library/media specialists), principals, and assistant principals for projects of the recipients' choice.

**The Lumina Foundation for Education, Inc.**

P.O. Box 1806 | Indianapolis, IN 46206-1806  
(<http://www.luminafoundation.org/>)

Financial Data

(as of 12/31/2009) Total Assets: USD \$1.1 billion; Total Education Giving: USD \$41 million

Education Focus Area and Key Initiatives

The goal of The Lumina Foundation for Education is to increase the proportion of Americans with high-quality degrees and credentials to 60% by the year 2025. It pursues this goal by identifying and supporting effective practice, through public policy advocacy, and by using communications and convenings to build public will for change. Key to the accomplishment of the foundation's goals is its Degree Qualifications Profile—a qualifications framework that illustrates clearly what students should be expected to know and be able to do once they earn their degrees at any level. These profiles propose specific learning outcomes that benchmark the associate, bachelor's, and master's degrees that constitute the great majority of postsecondary degrees awarded by US colleges and universities, regardless of a student's field of specialisation.

**The Andrew W. Mellon Foundation**

140 East 62<sup>nd</sup> Street | New York, NY 10065-8124  
(<http://www.mellon.org/>)

Financial Data

(as of 12/31/2010) Total Assets: USD \$5.4 billion; Total Education Giving: USD \$71.7 million

Education Focus Area and Key Initiatives

The Mellon Foundation supports a wide range of initiatives to strengthen the institutions that sustain scholarship in the humanities and humanistic social sciences. It primarily provides funding to research universities but also to a small number of centres for advanced study and independent research libraries. The foundation's particular emphases in this area include (but are not limited to) doctoral education, postdoctoral fellowships, faculty research, and discipline-related projects. On occasion, it has underwritten research on higher education.

**The Pew Trust and The Pew Charitable Trusts**

1 Commerce Square, 2005 Market Street, Suite 1700 | Philadelphia, PA 19103-7077  
(<http://www.pewtrusts.org/>)

Financial Data

(as of 6/30/2010) Total Assets: USD \$752 million; Total Education Giving: unavailable

Education Focus Area and Key Initiatives

Research funded by the Pew trusts has demonstrated clearly that what a child learns before the age of five has significant implications for his or her future and that public investment in quality prekindergarten education yield both proven economic returns and far-reaching social benefits. Pew-funded projects in the area of education include the following: Pre-K Now, a campaign that collaborates with advocates and policymakers across the country to lead a movement for high-quality, voluntary prekindergarten for all 3- and 4-year-olds; National Institute for Early Education Research, which provides objective information on the benefits of quality pre-K and the policies needed to ensure that these programmes produce the promised results; and Quality Counts, which grades states on K-12 educational standards, accountability, and other measures, and is a collaboration with *Education Week*.

**The Wallace Foundation**

5 Penn Plaza, 7<sup>th</sup> Floor | New York, NY 10001-1837  
(<http://www.wallacefoundation.org/>)

Financial Data

(as of 12/31/2009) Total Assets: USD \$1.2 billion; Total Education Giving: USD \$16.7 million

Education Focus Area and Key Initiatives

The Wallace Foundation is a national philanthropic organisation that seeks to improve education and enrichment for disadvantaged children. The foundation funds projects that test innovative ideas for solving important social problems, conduct research to find out what does and does not work and fill key knowledge gaps, and communicate the results to help others. Its specific areas of focus include strengthening the leadership of principals, helping cities improve access to high-quality afterschool programmes, and expanding learning opportunities in the arts for children and teens in school and beyond.

**The Walton Family Foundation, Inc.**

P.O. Box 2030 | Bentonville, AR 72712-2030

*(<http://www.waltonfamilyfoundation.org/>)*Financial Data

(as of 12/31/2009) Total Assets: USD \$2.2 billion; Total Education Giving: USD \$223.3 million

Education Focus Area and Key Initiatives

The Walton Family Foundation's grant-making strategy is to infuse competitive pressure into America's K-12 education system by increasing the quantity and quality of school choices available to parents, especially those in low-income communities. The foundation's Shape Public Policy initiative focuses on promoting public charter, private, and cross-sector parental school choice and districtwide reforms. The foundation also provides funding to charter school management organisations that seek to replicate proven charter school models.

**7.0 Think Tanks and Research Centres****American Enterprise Institute (AEI)**

1150 - 17th Street, NW, Suite 1100 | Washington, DC 20036 | (202) 862-5800

*(<http://www.aei.org/>)*

The stated mission of AEI is "to defend the principles and improve the institutions of American freedom and democratic capitalism—limited government, private enterprise, individual liberty and responsibility, vigilant and effective defense and foreign policies, political accountability, and open debate." Some AEI scholars are considered to be some of the leading architects of the second Bush administration's public policy. AEI is a strong proponent of incorporating vouchers and other free-market principles into American education reform.

**Aspen Institute**

1 Dupont Circle, NW, Suite 700 | Washington, DC 20036-1133 | (202) 736-5800

*(<http://www.aspeninstitute.org/>)*

The Aspen Institute's mission is twofold: to foster values-based leadership that encourages individuals to reflect on the ideals and ideas that define a good society, and to provide a neutral and balanced venue for discussing and acting on critical issues. Two recent initiatives of the Aspen institute include its Commission on No Child Left Behind, a bipartisan, independent commission to examine the strengths and weaknesses of the No Child Left Behind Act; and its Education and Society Program, which identifies emerging policy issues and encourages new initiatives in education.

**Boston College Center for International Higher Education (CIHE)**

207 Campion Hall | Chestnut Hill, MA 02467 | (617) 552-1061

*(<http://www.bc.edu/content/bc/research/cihe/>)*

CIHE defines its mission as advancing knowledge about the complex realities of higher education in the contemporary world. It focuses on several areas of activity including the development of a network that engages in research, development, and advocacy among the nation's historically black colleges and universities (HBCUs); an information clearinghouse that explores corruption in higher education; and a quarterly publication, *International Higher Education*, which features analysis and reports about key issues in higher education worldwide.



**Center for American Progress**

1333 H Street, NW, 10th Floor | Washington, DC 20005 | (202) 682-1611  
(<http://www.americanprogress.org/>)

The Center for American Progress is dedicated to improving the lives of Americans through progressive ideas and action. Its work addresses 21st-century challenges such as energy, national security, economic growth and opportunity, immigration, health care, and education.

**Center for Studies in Higher Education (CSHE)**

771 Evans Hall, #4650 | Berkeley, CA 94720 | (510) 642-5040  
(<http://cshe.berkeley.edu/>)

CSHE is located at the University of California, Berkeley, and serves as a multidisciplinary research and policy centre on higher education in California and the nation as well as comparative international issues. CSHE promotes discussion among university leaders, government officials, and academics; assists policy making by providing a neutral forum for airing contentious issues; and aims to inform current debate about higher education policy and practice.

**Data Research and Development Center (DRDC)**

1155 East 60th Street | Chicago, IL 60637 | (773) 256-6189  
(<http://drdc.uchicago.edu/links/education-links.html>)

DRDC is a research and technical centre funded by the federal government's Interagency Education Research Initiative. As a research centre, it works to understand the factors that are essential for scaling up promising educational models, programmes, and strategies. As a technical centre, it works to identify—and develop plans to address—the methodological and other challenges that arise when conducting research on scaling. DRDC's website offers a directory of major education research and technical centres in the United States.

**Education Sector**

1201 Connecticut Avenue, NW, Suite 850 | Washington, DC 20036 | (202) 552-2840  
(<http://www.educationsector.org/>)

Education Sector is an independent think tank that challenges conventional thinking in education policy. As a nonprofit, nonpartisan organisation committed to achieving measurable impact in education policy, its reports and recommendation are geared toward improving existing reform initiatives and by developing new, innovative solutions to the nation's most pressing education problems.

**Thomas B. Fordham Institute**

1016 - 16th St, NW, 8th Floor | Washington, DC 20036 | (202) 223-5452  
(<http://www.edexcellence.net/>)

The Fordham Institute is a nonprofit, conservative, education policy think tank based in Washington, DC, and Dayton, Ohio. Its stated mission is “to close America's vexing achievement gaps by raising standards, strengthening accountability, and expanding education options for parents and families.” Every Thursday, the institute releases a weekly e-bulletin, *The Education Gadfly*, which provides commentary on the latest developments and research in education policy.

**National Center for Education Research (NCER)**

555 New Jersey Avenue, NW | Washington, DC 20208 | (202) 219-1385  
(<http://www.ies.ed.gov/ncer/>)

Housed within the DOE's Institute of Education Sciences, NCER supports rigorous research that addresses the nation's most pressing education needs from early childhood to adult education.

**RAND Education**

1150 - 17th Street, NW, Suite 1100 | Washington, DC 20036 | (202) 862-5800  
(<http://www.rand.org/education.html/>)

The mission of RAND Education is to bring accurate data and objective analysis to education policy. RAND Education is a division within The RAND Institute, a nonprofit organisation that helps improve policy and decision making through research and analysis. For over three decades, RAND Education has applied its expertise to almost every aspect of the education system. Sponsors of RAND research include government agencies, foundations, and private-sector organisations.

## Appendix C: Federal Initiatives and Key National Programmes

### 1.0 Early Childhood Education

- Data – National Institute for Early Education Research  
(<http://nieer.org/yearbook/>)

This site is the source of the *2010 State Preschool Yearbook*, the eighth in a series of annual reports profiling state-funded prekindergarten programmes in the United States.
- Early Intervention Program for Infants and Toddlers with Disabilities  
(<http://www2.ed.gov/programs/osepeip/index.html?exp=0>)

This DOE programme assists in maintaining and implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programmes of early intervention services for infants and toddlers with disabilities and their families.
- Even Start Family Literacy Program  
(<http://www2.ed.gov/programs/evenstartindian/index.html?exp=0>)

The purpose of this DOE programme is to help break the cycle of poverty and illiteracy by improving education opportunities of low-income families. It integrates early childhood education, adult literacy, and adult basic education.
- General Information on the Federal Early Learning Initiative  
(<http://www.ed.gov/early-learning>)

The Early Learning Initiative team works in collaboration with various program offices at the Department of Education and other Federal and State agencies to enhance the quality of early learning programs, and increase the access to high quality early learning programs.
- Parental Information and Resource Centres  
(<http://www2.ed.gov/programs/pirc/index.html>)

PIRCs help implement successful and effective parental involvement policies, programmes, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.
- Preschool Language Literacy (Doing What Works)  
([http://dww.ed.gov/Preschool-Language-and-Literacy/topic/?T\\_ID=15](http://dww.ed.gov/Preschool-Language-and-Literacy/topic/?T_ID=15))

Doing What Works is a website sponsored by the U.S. Department of Education with the purpose of providing an online library of resources. As a part of the Preschool Language Literacy agenda, Doing What Works has reviewed the research on two practices used in centre-based settings with 3- to 5-year-old children, as well as a number of specific curricula.
- Race to the Top – Early Learning Challenge (RTTT-ELC)  
(<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>)

The RTTT-ELC grant competition focuses on improving early learning and development programmes for young children by supporting states' efforts to: (1)

increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programmes; (2) design and implement an integrated system of high-quality early learning programmes and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.

## **2.0 Elementary and Secondary Education (K-12)**

### **2.1 Low-Performing Schools**

- General Information on US Education Performance  
(<http://dashboard.ed.gov/dashboard.aspx>)

The United States Education Dashboard presents indicators related to early learning through high school, postsecondary education and training, teachers and leaders and education for all, which are critical to improving educational results and achieving the President's 2020 college attainment goal.

- Investing in Innovation Fund Grants

(<http://www2.ed.gov/programs/innovation/index.html>)

The purpose of this programme is to provide competitive grants to LEAs (local educational agencies) and non-profit organisations with a record of improving student achievement and attainment in order to expand the implementation of and investment in innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrolment and completion rates.

- School Improvement Grant Applications (Programmes by State)  
(<http://www2.ed.gov/programs/sif/index.html>)

School Improvement Grants are grants to State educational agencies that are used to make competitive sub-grants to local educational agencies (LEAs) who are committed to using the funds to significantly raise student achievement.

- Turning Around Chronically Low-Performing Schools (Doing What Works)  
([http://dww.ed.gov/School-Turnaround/topic/?T\\_ID=21](http://dww.ed.gov/School-Turnaround/topic/?T_ID=21))

School turnaround efforts aim to improve student outcomes in chronically low-performing schools by changing how schools and classrooms operate. The Doing What Works website provides comprehensive tools and templates that can support the practices of states and districts.

### **2.2 Student Achievement**

- Back-on-Track Initiative (Jobs for the Future)  
(<http://www.jff.org/projects/current/education/back-track/1354>)

This initiative reengages off-track and out-of-school youth by creating clear pathways into and through postsecondary credentials.

- **Blue Ribbon Schools**  
(<http://www2.ed.gov/programs/nclbbrs/index.html>)  
This programme sets a standard of excellence for all schools striving for the highest level of achievement. It is part of a larger DOE effort to identify and disseminate knowledge about best school leadership and teaching practices.
- **Chicago Public Schools (CPS) – Office of School Turnaround**  
(<http://www.cps turnaround.org/cps/>)  
This website completely details all aspects of Chicago’s comprehensive school reform effort. It is unique in that it provides step-by-step processes to help other school communities make decisions unique to their environment.
- **Data – School Turnaround Models (A Mass Insight Report)**  
([http://www.massinsight.org/publications/stg-resources/112/file/1/pubs/2010/07/20/Turnaround\\_Models\\_7\\_19\\_10.pdf](http://www.massinsight.org/publications/stg-resources/112/file/1/pubs/2010/07/20/Turnaround_Models_7_19_10.pdf))  
This report highlights promising school turnaround models from the field. These models serve as a resource for those entering the field and should inform policy in this area.
- **General Information – Indian Education Initiative**  
(<http://www2.ed.gov/about/inits/ed/indianed/index.html>)  
An initiative of the U.S. Department of Education that began in 2010, the Indian Education Initiative set forth *A Blueprint for Reform* to help structure conversation and collaboration with Tribal Leaders dedicated to improving educational outcomes for American Indian and Alaska Native students.
- **Harlem Children’s Zone**  
(<http://www.hcz.org/>)  
The Harlem Children's Zone Project aims to rebuild communities so that children can stay on track through college and go on to the job market. In 2009, the Harlem Children's Zone overall served the educational and community needs of 10,462 youth and 10,817 adults.
- **High School Graduation Initiative (HSGI)**  
(<http://www2.ed.gov/programs/dropout/index.html>)  
HSGI awards discretionary grants to state and local educational agencies to support the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programmes in high schools.
- **Promise Neighborhoods**  
(<http://www2.ed.gov/programs/promiseneighborhoods/index.html>)  
A programme of the U.S. Department of Education’s Office of Innovation and Improvement, Promise Neighborhoods provides funding to support eligible entities. The purpose of the Promise Neighborhoods programme is to effect significant improvements in the educational and developmental outcomes of children and youth in the most distressed communities in the United States.



- State-by-State Comparative Data  
(<http://www.eddataexpress.ed.gov/state-main.cfm>)

The U.S. Department of Education collects state-level education data from a variety of sources and presents the data on the ED Data Express website. The site serves as an interactive tool to present the data in a clear, user-friendly manner and contains three viewing options: a State Snapshots page, a Data Element Explorer, and a Build a State Table page.

### 2.3 Teacher Quality

- Center on Instruction  
(<http://www.centeroninstruction.org/>)

Funded by the DOE, the Center on Instruction develops and identifies free resources that regional comprehensive centres and state, district, and local educators can use in their pursuit of high-quality instruction.

- Early Childhood Educator Professional Development Program  
(<http://www2.ed.gov/programs/eceducator/index.html>)

This DOE-sponsored professional development program provides primarily research-based training designed to improve early childhood pedagogy and further young children's language and literacy skills to prevent them from encountering reading difficulties when they enter school.

- Equity Assistance Centers  
(<http://www2.ed.gov/programs/equitycenters/index.html>)

These DOE-funded centres provide technical assistance and training upon request in the areas of race, sex, and national origin challenges facing public school districts and other responsible governmental agencies in their efforts to promote equitable education opportunities.

- Federal Resources for Educational Excellence (FREE) Resources/Lessons  
(<http://free.ed.gov/>)

FREE makes it easier to find teaching and learning resources from the federal government. More than 1,500 federally supported teaching and learning resources are included from dozens of federal agencies.

- General Information – Federal Plan to Improve Teacher Education  
(<http://www.ed.gov/teaching/our-future-our-teachers>)

The goal of the Federal Plan to Improve Teacher Education is to ensure that every teacher received the high-quality preparation and support they need, so that ultimately every student can have an effective teacher in his or her classroom.

- How to Organize Your Teaching (Doing What Works)  
([http://dww.ed.gov/How-to-Organize-Your-Teaching/topic/?T\\_ID=19](http://dww.ed.gov/How-to-Organize-Your-Teaching/topic/?T_ID=19))

The Doing What Works website provides teachers with resources to research-based strategies to improve students' memory, strengthen problem-solving skills, and build conceptual understanding.

- Mathematics and Science Partnerships  
 (<http://www2.ed.gov/programs/mathsci/index.html>)  
 This DOE-sponsored programme is designed to improve the content knowledge of teachers and the performance of students in mathematics and science.
- TAP: The System for Teacher and Student Advancement – National Institute for Excellence in Teaching  
 (<http://www.tapsystem.org/what/what.taf?page=response>)  
 TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher.
- Teacher Quality Partnership (TQP) Grant  
 (<http://www2.ed.gov/programs/tqpartnership/index.html>)  
 The DOE-sponsored TQP Grant Program seeks to improve the quality of new teachers by creating partnerships among institutions of higher education, high-need school districts (or LEAs), their high-need schools, and/or high-need early childhood education programmes.

### **3.0 Career and Technical (Vocational) Education**

- Association for Career and Technical Education – Promising Programs and Practices Database  
 (<http://www.acteonline.org/promisingprogramsearch.aspx>)  
 This database highlights career and technical education programmes in community colleges, high schools, and career centres across the country that are providing outstanding education, superior technical skills, and innovative opportunities to their students.
- National Research Center for Career and Technical Education (NRCCTE)  
 (<http://136.165.122.102/mambo/>)  
 NRCCTE is the primary agent for generating scientifically based knowledge and technical assistance to improve career and technical education in the United States.
- Native American Career and Technical Education  
 (<http://www2.ed.gov/programs/ctenavtep/index.html>)  
 This DOE initiative provides grants that improve the quality of career and technical education programmes by providing professional development for teachers, faculty, administrators, and counsellors. Participating programmes are designed to provide certificates and/or associate degrees, prepare students for high-skill, high-wage jobs, or high-demand occupations in emerging or established professions.
- Perkins Collaborative Resource Network (America's Career Resource Network)  
 (<http://cte.ed.gov/nationalinitiatives/guidanceandcounseling.cfm>)  
 This network is comprised of state entities that work to improve career decision-making of students and their parents by relating educational decisions and experience to occupational exploration, career choice, and vocational preparation.

## **4.0 Higher Education**

### **4.1 Closing the Achievement Gap for Students of Colour (Postsecondary)**

- Achieving the Dream Initiative (Jobs for the Future Initiative)  
(<http://www.jff.org/projects/current/education/achieving-dream/13>)  
This initiative provides more than 100 colleges in 24 states with support programmes and policy recommendations designed to close the achievement gaps that exist for low-income and minority students.
- Data – *Minority Student Recruitment, Retention, and Career Transition Practices: A Review of the Literature*  
(<http://www.asha.org/practice/multicultural/recruit/litreview.htm>)  
This literature review aims to highlight key issues related to the recruitment and retention of minority students and professionals. Some of the issues discussed are financial difficulty, academic under-preparedness and recruiting from non-traditional sources.
- Minority Science and Engineering Improvement Program  
(<http://www2.ed.gov/programs/idesmsi/index.html>)  
This DOE programme assists predominantly minority institutions of higher education in effecting long-range improvement in science and engineering education programmes and increasing the flow of underrepresented ethnic minorities in the science and engineering fields.

### **4.2 Increasing the Number of Graduates**

- Data – National Postsecondary Education Cooperative  
(<http://www.higheredinfo.org/>)  
This initiative provides higher education policymakers and analysts with data on a variety of higher education issues.
- Data – National Survey of Student Engagement  
(<http://nsse.iub.edu/>)  
This initiative obtains, on an annual basis, data from hundreds of four-year colleges and universities nationwide about student participation in programmes and activities that institutions provide for their students' learning and personal development.
- University of Texas Graduation Rates Initiative  
(<http://www.utsystem.edu/aca/initiatives/gradrates/gradrates.htm>)  
Through the incorporation of programmes such as student advising, mentoring, financial aid policies, tuition incentives, campus housing, and curriculum design, this initiative is aimed at increasing the number of students from historically underrepresented groups who graduate from the University of Texas.
- Upward Bound  
(<http://www2.ed.gov/programs/trioupbound/index.html>)  
This programme provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

- California State University – The Graduation Initiative  
([http://www.calstate.edu/executive/communications/employee-updates/CSU\\_Weekly\\_Update\\_1-28-10.shtml](http://www.calstate.edu/executive/communications/employee-updates/CSU_Weekly_Update_1-28-10.shtml))

With a goal of bringing the CSU system's graduation rate to 54% from its current 46%, all 23 CSU campuses employ through this initiative a variety of measures such as early start and summer bridge programmes, degree audits and early warning student advising, online roadmaps to graduation, and other support services.

#### **4.3 Transition to Postsecondary Education**

- Early College High School Initiative (Jobs for the Future)  
(<http://www.jff.org/projects/current/education/early-college-high-school-initiative/57>)

Schools participating in this initiative are designed so that low-income youth, first-generation college goers, English-language learners, students of colour, and other young people underrepresented in higher education can simultaneously earn a high school diploma and one to two years of transferable college credit—tuition free.

- Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up)  
(<http://www2.ed.gov/programs/gearup/index.html>)

This DOE programme is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools.