



# Newsletter

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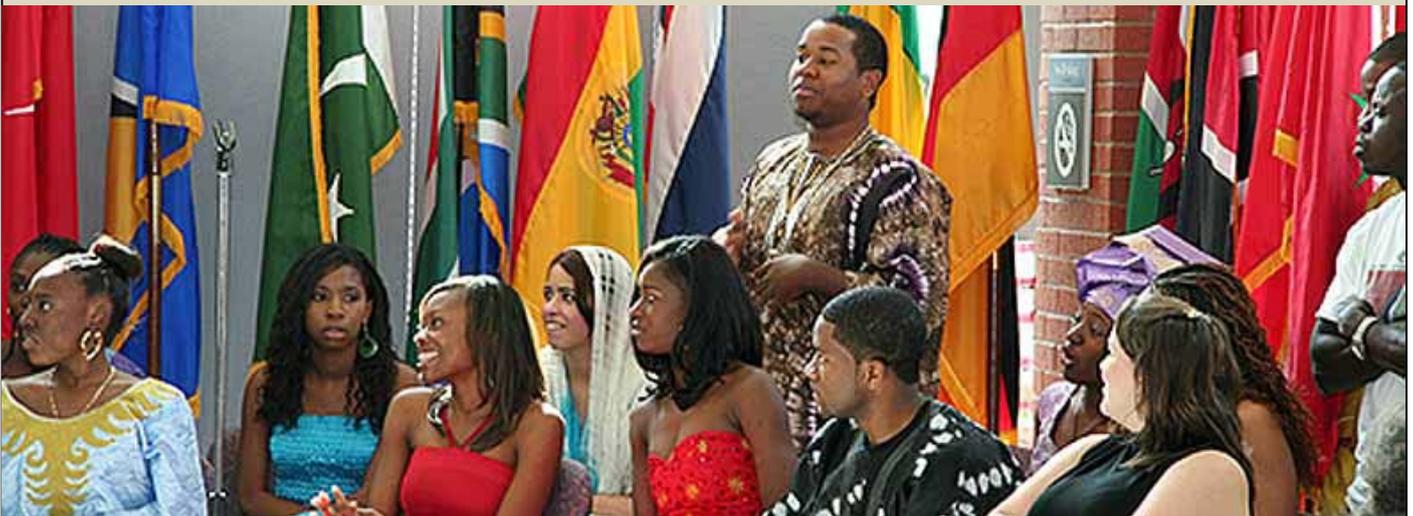
November 2010



## INTERNATIONAL EDUCATION WEEK

U.S. Dept of State - U.S. Dept of Education

November  
15-19, 2010



**International Education Week is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of our efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States.**

**We encourage the participation of all individuals and institutions interested in international education and exchange activities, including schools, colleges and universities, embassies, international organizations, businesses, associations, and community organizations.**

<http://iew.state.gov/press.cfm>

**STATEMENT ON INTERNATIONAL EDUCATION WEEK 2010  
BY U.S. SECRETARY OF STATE HILLARY RODHAM CLINTON**

November 10, 2010

The Department of State is proud to join the Department of Education to celebrate the 11th annual International Education Week. I've always believed that diplomacy does not just happen between government officials. It also happens between individuals through people to people connections. And student exchanges are some of the most important people to people connections we can have. For hundreds of thousands of students each year, exchanges promote mutual understanding and bring people of different nations together to share ideas and compare values. They also nurture leadership skills that prepare students for the challenges of the 21st century.

The Department of State remains committed to these exchanges and we strongly support expanding study abroad opportunities to a diverse range of communities so that talented students around the world can tap into the power and possibility of international exchanges.

I encourage schools, non-profits, community organizations, and businesses around the world to promote these educational exchanges, and to help us raise awareness during International Education Week. Please log on to [iew.state.gov](http://iew.state.gov) to learn more about how you can become involved. Thank you very much.

**U.S. DEPARTMENT OF STATE: EXCHANGE PROGRAMS FOR NON-U.S. CITIZENS**

The Bureau of Educational and Cultural Affairs administers a variety of exchange programs for non-U.S. secondary, undergraduate, graduate students and professionals.

**[HTTP://EXCHANGES.STATE.GOV/PROG-NON-US.HTML](http://EXCHANGES.STATE.GOV/PROG-NON-US.HTML)**

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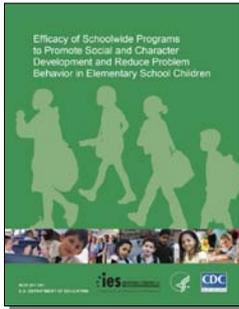
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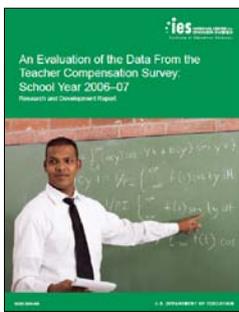


### **EFFICACY OF SCHOOLWIDE PROGRAMS TO PROMOTE SOCIAL AND CHARACTER DEVELOPMENT AND REDUCE PROBLEM BEHAVIOR IN ELEMENTARY SCHOOL CHILDREN. National Center for Education Research. October 2010.**

A variety of universal school-based programs designed to help elementary schools foster positive student behaviors, reduce negative behaviors, and ultimately, improve academic performance are available; however, more evidence from rigorous evaluations is needed to better understand their effects. The need for such information is important because the development of social competencies during middle childhood has been linked to adjustment to schooling and academic success while the failure to develop them can lead to problem behavior that interferes with success in school.

<http://ies.ed.gov/ncer/pubs/20112001/pdf/20112001a.pdf> Executive Summary [54 pages].

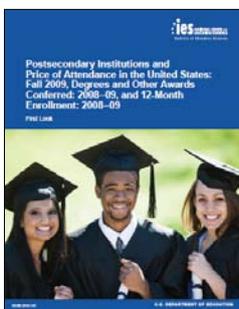
<http://ies.ed.gov/ncer/pubs/20112001/pdf/20112001.pdf> [PDF format, 656 pages].



### **AN EVALUATION OF THE DATA FROM THE TEACHER COMPENSATION SURVEY: SCHOOL YEAR 2006-07. National Center for Education Statistics. September 15, 2010.**

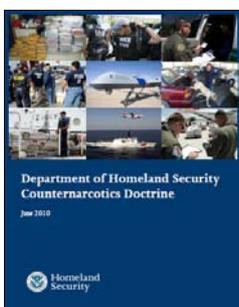
The report provides an overview of the Teacher Compensation Survey (TCS) data collection in 17 states for school year 2006-07. It also includes a comparison of state administrative records with other sources of data, data availability and quality. This report discusses the uses of the data, and the limitations and advantages of the TCS.

<http://bit.ly/d5Lm37> [PDF format, 84 pages].



### **POSTSECONDARY INSTITUTIONS AND PRICE OF ATTENDANCE IN THE UNITED STATES: FALL 2009, DEGREES AND OTHER AWARDS CONFERRED: 2008-09, AND 12-MONTH ENROLLMENT: 2008-09. National Center for Education Statistics. August 25, 2010.**

The report presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2009 data collection, which included three survey components: Institutional Characteristics for the 2009-10 academic year, Completions covering the period July 1, 2008, through June 30, 2009, and data on 12-Month Enrollment for the 2008-09 academic year. These data were collected through the IPEDS web-based data collection system. <http://bit.ly/cxLT11> [PDF format, 49 pages].



### **DEPARTMENT OF HOMELAND SECURITY COUNTERNARCOTICS DOCTRINE, 2010.**

"...The Department of Homeland Security Counternarcotics Doctrine is a distillation of the insights and wisdom we have gained from our collective experience over many years in the counternarcotics effort, and as such, it can serve to positively influence and guide the ways in which we develop our policy and plans, structure and employ our forces, and procure our resources. Our doctrine is authoritative, but requires judgment in application. Department components and operating units will therefore apply this doctrine differently, within the constraints of established national and departmental goals."

<http://www.dhs.gov/xlibrary/assets/dhs-counternarcotics-doctrine-2010-06-15.pdf>

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**BACK TO COLLEGE. U.S. Department of Labor. September 2010.**

In 2009, there were over 10,000 establishments, places of employment, whether campuses, offices, research facilities, or other locations, operated by colleges and universities in the United States. The report presents Bureau of Labor Statistics data related to college and university students and graduates, as well as colleges and universities as an industry and place of employment. <http://bit.ly/bQoT4p> [



**PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS -- 2009. Bureau of Labor Statistics, U.S. Department of Labor. August 25, 2010.**

The proportion of the population employed in 2009—the employment-population ratio—was 19.2 percent among those with a disability, the U.S. Bureau of Labor Statistics reported today. The employment-population ratio for persons without a disability was 64.5 percent. The unemployment rate of persons with a disability was 14.5 percent, higher than the rate for those with no disability, which was 9.0 percent. <http://bit.ly/94yIE1>



**WOMEN IN MANAGEMENT: FEMALE MANAGERS' REPRESENTATION, CHARACTERISTICS, AND PAY. U.S. Government Accountability Office. Testimony Before the Joint Economic Committee, U.S. Congress by Andrew Sherrill. September 28, 2010.**

The testimony discusses issues related to women in management. Although women's representation across the general workforce is growing, there remains a need for information about the challenges women face in advancing their careers. In 2001, using 1995 and 2000 data from the Current Population Survey, the report finds that women were less represented in management than in the overall workforce in 4 of the 10 industries reviewed. <http://bit.ly/al1MrD> [PDF format, 10 pages].

## CONGRESSIONAL DOCUMENTS (HEARINGS, REPORTS, ETC.)



**THE USE OF SECLUSION AND RESTRAINT IN PUBLIC SCHOOLS: THE LEGAL ISSUES. Nancy Lee Jones, Jody Feder. Congressional Research Service, Library of Congress, October 14, 2010**

Seclusion and restraint have been used in various situations to deal with violent or noncompliant behavior. Because of congressional interest in the use of seclusion and restraint in schools, including passage of H.R. 4247 and the introduction of S. 2860, 111th Congress, first session, this report focuses on the legal issues concerning the use of these techniques in schools, including their application both to children covered by the Individuals with Disabilities Education Act (IDEA) and to those not covered by IDEA. <http://www.fas.org/sgp/crs/misc/R40522.pdf>

**SELECTED CHURCH-STATE ISSUES IN ELEMENTARY AND SECONDARY EDUCATION. Cynthia Brougher, Rebecca R. Skinner. Congressional Research Service, Library of Congress, October 1, 2010**

This report will highlight the legal and policy issues that arise in the context of elementary and secondary education programs. In particular, it will address a variety of contexts in which First Amendment concerns may be raised in education related legislation, including teaching of creationism, school prayer, civil rights protections in schools, funding for faith-based organizations (FBOs) and school vouchers, supplemental services, and Title I reimbursement for religious schools. Several points of the analysis provided by this report stem from concerns that government assistance for religious schools or religious purposes

in public schools is improper, or that government involvement in particular issues may be construed as support for a religious purpose. <http://www.fas.org/sgp/crs/misc/R41445.pdf>

**“DON’T ASK, DON’T TELL”: A LEGAL ANALYSIS. Jody Feder. Congressional Research Service, Library of Congress, September 30, 2010**

In 1993, after many months of study, debate, and political controversy, Congress passed and President Clinton signed legislation establishing a revised “[p]olicy concerning homosexuality in the armed forces.” The new legislation reflected a compromise regarding the U.S. military’s policy toward members of the Armed Forces who engage in homosexual conduct. This compromise, colloquially referred to as “Don’t Ask, Don’t Tell (DADT),” holds that “[t]he presence in the armed forces of persons who demonstrate a propensity or intent to engage in homosexual acts would create an unacceptable risk to the high standards of morale, good order and discipline, and unit cohesion which are the essence of military capability.” Service members are not to be asked about, nor allowed to discuss, their sexual orientation. This compromise notwithstanding, the issue has remained both politically and legally contentious. This report provides a legal analysis of the various constitutional challenges that have been brought against DADT.  
<http://www.fas.org/sgp/crs/misc/R40795.pdf>

**UNAUTHORIZED ALIEN STUDENTS: ISSUES AND “DREAM ACT” LEGISLATION. Andorra Bruno. Congressional Research Service, Library of Congress, September 22, 2010**

Unauthorized aliens in the United States are able to receive free public education through high school. They may experience difficulty obtaining higher education, however, for several reasons. Among these reasons is a provision enacted in 1996 that prohibits states from granting unauthorized aliens certain postsecondary educational benefits on the basis of state residence, unless equal benefits are made available to all U.S. citizens. This prohibition is commonly understood to apply to the granting of “in-state” residency status for tuition purposes. Unauthorized alien students also are not eligible for federal student financial aid. Multiple bills have been introduced in recent Congresses; most have proposed a two-prong approach of repealing the 1996 provision and enabling some unauthorized alien students to become U.S. legal permanent residents (LPRs) through an immigration procedure known as cancellation of removal. <http://www.fas.org/sgp/crs/misc/RL33863.pdf>

**AUTHORITY OF STATE AND LOCAL POLICE TO ENFORCE FEDERAL IMMIGRATION LAW. Congressional Research Service, Library of Congress. Michael John Garcia and Kate M. Manuel. September 17, 2010.**

The power to prescribe rules as to which aliens may enter the United States and which aliens may be removed resides solely with the federal government, and in particular with Congress. Concomitant to its exclusive power to establish rules which determine which aliens may enter and which may stay in the country, the federal government also has the power to sanction activities that subvert this system. Congress has defined our nation’s immigration laws in the Immigration and Nationality Act (INA), a comprehensive set of rules for legal immigration, naturalization, work authorization, and the entry and removal of aliens. These requirements are bolstered by an enforcement regime containing both civil and criminal provisions. Deportation and associated administrative processes related to the removal of aliens are civil in nature, while certain violations of federal immigration law, such as smuggling unauthorized aliens into the country, carry criminal penalties.  
<http://www.fas.org/sgp/crs/homesec/R41423.pdf> [PDF format, 23 pages].

**WOMEN AND THE ECONOMY 2010: 25 YEARS OF PROGRESS BUT CHALLENGES REMAIN. U.S. Congress Joint Economic Committee. August 2010.**

On August 26, 2010, Americans celebrated the 90th anniversary of the ratification of the 19th amendment, which granted women the right to vote and led to their increased

participation in our political system. In 1984, Geraldine Ferraro shattered the political glass ceiling by becoming the first woman nominated to a national ticket and ushered in a new era of political leadership for women. Over the last quarter century, women have become a powerful political force, both as voters and as elected leaders. Did that political benchmark have implications for women's economic well-being? Data compiled by the Joint Economic Committee suggest that the answer is yes. <http://bit.ly/doWHbP> [PDF format, 14 pages].

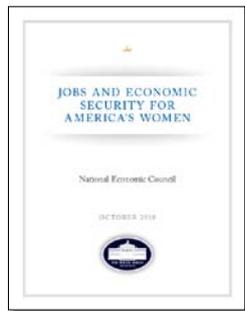
## THE WHITE HOUSE

### **PRESIDENTIAL PROCLAMATION ON NATIVE AMERICAN HERITAGE MONTH. October 29, 2010**

#### **BY THE PRESIDENT OF THE UNITED STATES OF AMERICA A PROCLAMATION**

For millennia before Europeans settled in North America, the indigenous peoples of this continent flourished with vibrant cultures and were the original stewards of the land. From generation to generation, they handed down invaluable cultural knowledge and rich traditions, which continue to thrive in Native American communities across our country today. During National Native American Heritage Month, we honor and celebrate their importance to our great Nation and our world.

<http://www.america.gov/st/texttrans-english/2010/October/20101101113651su0.592445.html?CP.rss=true>



### **JOBS AND ECONOMIC SECURITY FOR AMERICA'S WOMEN. National Economic Council. October 2010.**

Since his first day in office, President Obama has worked to lay the foundation for economic growth that creates good jobs and incomes for all Americans. Many of these policies have been particularly important for women. These policies have helped stave off a second Great Depression and get our economy growing again, but job growth is still not fast enough. The President is committed to continuing to push for an economy that provides economic security and jobs for America's women. The report lays out the economic landscape facing women today

and details some of the many ways the Administration is committed to making sure the government is working for all Americans and especially American women.

<http://www.whitehouse.gov/sites/default/files/Jobs-and-Economic-Security-for-Americas-Women.pdf>

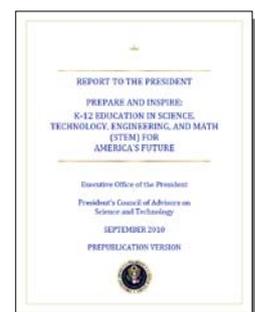
### **EXECUTIVE ORDER—WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS. The White House. October 19, 2010.**

President Obama signed an Executive Order to renew and enhance the White House Initiative on Educational Excellence for Hispanics so that it better serves communities across the country by engaging them in the process of improving the education of Latino students. [HTML format, various paging].

<http://www.whitehouse.gov/the-press-office/2010/10/19/executive-order-white-house-initiative-educational-excellence-hispanics>

### **PREPARE AND INSPIRE: K-12 EDUCATION IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH [STEM] FOR AMERICA'S FUTURE. President's Council of Advisors on Science and Technology. September 2010.**

America is home to extraordinary assets in science, engineering, and mathematics that, if properly applied within the educational system, could revitalize student interest and increase proficiency in these



subjects and support an American economic renewal, according to the report.  
<http://bit.ly/95sBNW> [PDF format, 130 pages].

## THINK TANK PUBLICATIONS

### ALLIANCE FOR EXCELLENT EDUCATION



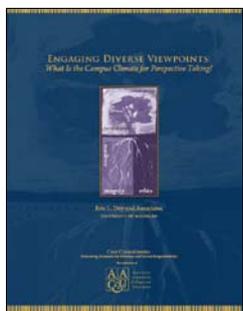
**THE FEDERAL ROLE IN CONFRONTING THE CRISIS IN ADOLESCENT LITERACY.** Alliance for Excellent Education. September 20, 2010.

Results from national reading assessments reveal that millions of young people leave high school without the advanced reading and writing skills required for career and college success. Young adults who lack reading and writing proficiency will likely be relegated to the ranks of unskilled workers in a world where literacy is an absolute precondition for success. While federal and state strategies have begun to focus on the adolescent literacy crisis, more than ever it is time to build upon these initial efforts. The brief describes the role that the federal government can play to advocate for a comprehensive, national, and school wide focus on K–12 literacy. <http://bit.ly/cEdFbU> [PDF format, 10 pages].

**HIGH SCHOOL DROPOUT IN AMERICA.** Alliance for Excellent Education. September 15, 2010.

Nationwide, about seven thousand students drop out every school day. This statistic may not have been noticed fifty years ago, but the era during which a high school dropout could earn a living wage has ended in the United States. By dropping out, these individuals significantly diminish their chances to secure a good job and a promising future. Moreover, each class of dropouts is responsible for substantial financial and social costs to their communities, states, and country in which they live. <http://bit.ly/c7xVSX> [PDF format, 3 pages].

### AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES



**ENGAGING DIVERSE VIEWPOINTS: WHAT IS THE CAMPUS CLIMATE FOR PERSPECTIVE-TAKING?** American Association of Colleges and Universities. Eric L. Dey and Associates. September 2010.

According to the report, Core Commitments, a signature initiative of the Association of American Colleges and Universities (AAC&U), aims to reclaim and revitalize the academy's role in fostering students' development of personal and social responsibility. The initiative is designed to help campuses create learning environments in which all students reach for excellence in the use of their talents, take responsibility for the integrity and quality of their work, and engage in meaningful practices, including taking seriously the perspectives of others, that prepare them to fulfill their obligations as students in an academic community and as responsible global and local citizens. <http://bit.ly/dj7s4B> [PDF format, 44 pages].

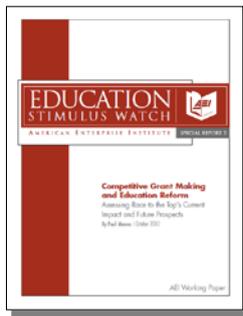
### AMERICAN ENTERPRISE INSTITUTE



**K-12 BUDGET PICTURE: LEAN YEARS AHEAD.** By Frederick M. Hess, Whitney Downs. AEI Online, Thursday, November 4, 2010

While educators are eager to forget the financial woes of the past two years and return to the familiar routine of steady budget increases, the fiscal outlook for America's fourteen thousand school districts is bleak--not just for next year, but for a half decade or more. <http://www.aei.org/docLib/2010-11-No-10-g.pdf>

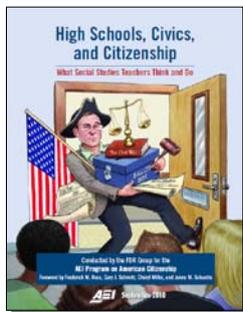




**COMPETITIVE GRANT MAKING AND EDUCATION REFORM: ASSESSING RACE TO THE TOP'S CURRENT IMPACT AND FUTURE PROSPECTS. American Enterprise Institute. Paul Manna. October 27, 2010.**

During President Barack Obama's first two years in office, the administration's signature education initiative has been the Race to the Top (RTT) fund, a small part of the American Recovery and Reinvestment Act of 2009 that was passed to stimulate the nation's ailing economy. While celebrations and criticisms of RTT abound, serious attempts to understand the program in a larger context or grapple with its underlying assumptions and mechanisms have played smaller roles in the conversation. The paper analyzes RTT to identify the program's strengths and weaknesses and to suggest what it can teach future designers and implementers of federal education policy, especially policies involving competitive grants.

<http://www.aei.org/docLib/ESW-5.pdf> [PDF format, 19 pages].



**HIGH SCHOOLS, CIVICS, AND CITIZENSHIP: WHAT SOCIAL STUDIES TEACHERS THINK AND DO. American Enterprise Institute. Gary J. Schmitt et al. September 30, 2010.**

The study revolves around an essential question: what are teachers trying to teach our youth about citizenship and what it means to be an American? The findings are based on a national, random sample survey of 866 public high school social studies teachers, an oversample survey of 245 Catholic and private high school social studies teachers, and three focus groups. Social studies teachers are excellent sources of information for this type of research. They are in the trenches, and they can report not only on their own attitudes, priorities, and behaviors, but also on what is actually happening in high schools and school districts.

<http://www.aei.org/docLib/High-Schools-Civics-Citizenship-Full-Report.pdf> [PDF format, 61 pages].

## AMERICAN INSTITUTE FOR ECONOMIC RESEARCH

**2010-2011 COLLEGE DESTINATION INDEX. American Institute for Economic Research. September 7, 2010.**

"Unlike other rankings, the College Destinations Index analysis does not depend on reporting from individual schools, which understandably would like to paint the best picture possible of themselves and their environments," said Marla Brill, primary reporter on the CDI companion volume. "Rather, the CDI looks at broader regional information supplied by neutral third parties such as the Census Bureau, the Bureau of Labor Statistics and the National Science Foundation. The result is an independent, unbiased appraisal."

<http://bit.ly/d4JiWD> [PDF format, 4 pages].

## BROOKINGS INSTITUTION

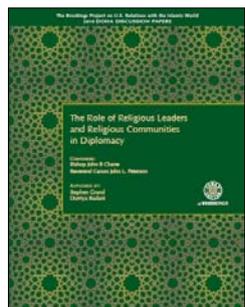
**THE MYTH OF CHARTER SCHOOLS. Diane Ravitch. Brookings Institution, November 11, 2010**

Ordinarily, documentaries about education attract little attention, and seldom, if ever, reach neighborhood movie theaters. Davis Guggenheim's *Waiting for "Superman"* is different. It arrived in late September with the biggest publicity splash I have ever seen for a documentary. Not only was it the subject of major stories in *Time* and *New York*, but it was featured twice on *The Oprah Winfrey Show* and was the centerpiece of several days of

programming by NBC, including an interview with President Obama. Two other films expounding the same arguments—The Lottery and The Cartel—were released in the late spring, but they received far less attention than Guggenheim's film. His reputation as the director of the Academy Award-winning An Inconvenient Truth, about global warming, contributed to the anticipation surrounding Waiting for "Superman," but the media frenzy suggested something more. Guggenheim presents the popularized version of an account of American public education that is promoted by some of the nation's most powerful figures and institutions. [http://www.brookings.edu/articles/2010/1111\\_superman\\_ravitch.aspx](http://www.brookings.edu/articles/2010/1111_superman_ravitch.aspx)

**CIVIL SOCIETY IN THE ARAB WORLD AND THE DILEMMA OF FUNDING. Brookings Institution. Shadi Hamid. October 21, 2010.**

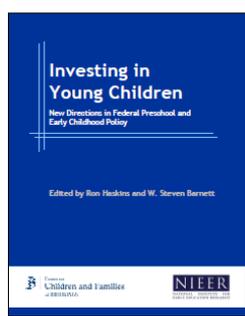
Civil society played a critical role in democratic transitions in Eastern Europe and Latin America. To the disappointment of many, it hasn't played that role in the Arab world. Across the region, non-governmental organizations have been weakened and tamed. Meanwhile, the U.S, the EU, and the international community continue to emphasize the importance of civil society development. Western funding for Arab NGOs has grown markedly since the attacks of 9/11. By fiscal year 2009, the level of annual U.S. democracy aid in the Middle East was more than the total amount spent between 1991 to 2001. But the mode of NGO empowerment remains both flawed and often aimless. To begin, three interrelated concerns are worth focusing our attention on, says the author. [http://www.brookings.edu/articles/2010/10\\_middle\\_east\\_hamid.aspx?sc\\_lang=en](http://www.brookings.edu/articles/2010/10_middle_east_hamid.aspx?sc_lang=en)



**THE ROLE OF RELIGIOUS LEADERS AND RELIGIOUS COMMUNITIES IN DIPLOMACY. Brookings Institution. Stephen Grand and Durriya Badani. October 20, 2010.**

Summing up key points discussed at the Religious Leaders Working Group during the 2010 U.S-Islamic World Forum, Stephen Grand and Durriya Badani explore the role of religious leaders as diplomats in trying to mitigate political conflicts based on religious differences. [PDF format, 14 pages].

[http://www.brookings.edu/~media/Files/rc/papers/2010/10\\_religious\\_leaders\\_grand/10\\_religious\\_leaders\\_grand.pdf](http://www.brookings.edu/~media/Files/rc/papers/2010/10_religious_leaders_grand/10_religious_leaders_grand.pdf)



**INVESTING IN YOUNG CHILDREN: NEW DIRECTIONS IN FEDERAL PRESCHOOL AND EARLY CHILDHOOD POLICY. Brookings Institution. Ron Haskins and W. Steven Barnett. October 13, 2010.**

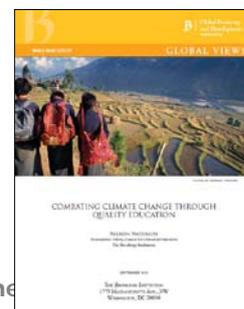
New rules recently proposed by the Obama administration aim to force improvements in the near half-century old Head Start program - an \$8 billion per year federal initiative that accomplishes much less than some other preschool programs that boost child development and learning. This new collection of papers issued assesses federal policies for early childhood education and child care, and includes ways to reform Head

Start and other early education programs to make them better targeted, more effective, and provide better taxpayer bang-for-the buck in these tough fiscal times.

[http://www.brookings.edu/~media/Files/rc/reports/2010/1013\\_investing\\_in\\_young\\_children\\_haskins/1013\\_investing\\_in\\_young\\_children\\_haskins.pdf](http://www.brookings.edu/~media/Files/rc/reports/2010/1013_investing_in_young_children_haskins/1013_investing_in_young_children_haskins.pdf) [PDF format, 104 pages].

**COMBATING CLIMATE CHANGE THROUGH QUALITY EDUCATION. Brookings Institution. Allison Anderson. September 16, 2010.**

Climate change threatens to undo and even reverse the progress made toward meeting the Millennium Development Goals (MDGs) and poses



one of the most serious challenges to reducing global poverty for the international community. However, the education sector offers a currently untapped opportunity to combat climate change. The brief reviews the current policies and actions on climate change and the barriers to engaging the education sector in the discussions on climate change mitigation and adaptation.

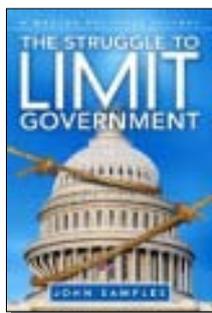
<http://bit.ly/autal5> [PDF format, 16 pages].

**EARLY READING: IGNITING EDUCATION FOR ALL. Brookings Institution. Rebecca Winthrop et al. September 8, 2010.**

Learning to read is a fundamental part of the first few years of primary education for early and sustained success in school. Yet, in many developing countries, a distressing number of students are not learning to read at all during these critical first years of schooling. On September 8, International Literacy Day, the Center for Universal Education (CUE) at Brookings and the International Reading Association hosted a discussion on how ensuring literacy in the early grades can help to fulfill the promise of quality education for all.

<http://bit.ly/aZT3Aw> [PDF format, 71 pages].

## CATO INSTITUTE



**THE STRUGGLE TO LIMIT GOVERNMENT. By John Samples. Cato Institute, 2010**

The battle over the size and role of government has been raging for decades. Arriving at a critical time, with clashes over limiting government and spending cuts occupying more battlefields than ever, *The Struggle to Limit Government* expertly chronicles this war's history, as well as its implications for the future. Samples does not simply point and critique; he also includes extensive prescriptions for improvement.

<http://www.cato.org/struggle-to-limit-government/>

**DO VOUCHERS AND TAX CREDITS INCREASE PRIVATE SCHOOL REGULATION? Andrew J. Coulson. CATO Working Paper, October 4, 2010**

School voucher and education tax credit programs have proliferated in the United States over the past two decades. Advocates have argued that they will enable families to become active consumers in a free and competitive education marketplace, but some fear that these programs may in fact bring with them a heavy regulatory burden that could stifle market forces. Until now, there has been no systematic, empirical investigation of that concern. The present paper aims to shed light on the issue by quantifying the regulations imposed on private schools both within and outside school choice programs, and then analyzing them with descriptive statistics and regression analyses. The results are tested for robustness to alternative ways of quantifying private school regulation, and to alternative regression models, and the question of causality is addressed. The study concludes that vouchers, but not tax credits, impose a substantial and statistically significant additional regulatory burden on participating private schools.

<http://www.cato.org/pubs/researchnotes/WorkingPaper-1-Coulson.pdf>

## CENTER FOR AMERICAN PROGRESS



**DEGREE COMPLETION BEYOND INSTITUTIONAL BORDERS: RESPONDING TO THE NEW REALITY OF MOBILE AND NONTRADITIONAL LEARNERS. Center for American Progress. Rebecca Klein-Collins et al. October 28, 2010.**

Governments, nonprofits, and colleges spend significant time and effort each year trying to help more Americans complete college degrees. But

as they work to make President Barack Obama's goal of more college completions by 2020 a reality, a less obvious group of barriers often deters them: institutional policies for academic credit. Many students enter college with learning they gained at other postsecondary institutions, in military training, or in the workplace. But too often institutions do not recognize this learning. The result is wasted time, effort, and money. The report describes the avenues that colleges, states, and other organizations take to recognize prior learning and transfer credit, and it points out the flaws in these policies that block students from efficiently garnering credit as they move through and among institutions.

[http://www.americanprogress.org/issues/2010/10/pdf/degree\\_completion\\_beyond\\_borders.pdf](http://www.americanprogress.org/issues/2010/10/pdf/degree_completion_beyond_borders.pdf)



**GETTING RICH ON UNCLE SUCKER: SHOULD THE FEDERAL GOVERNMENT STRENGTHEN EFFORTS TO FIGHT PROFITEERING?** Center for American Progress. Scott Lilly. October 20, 2010.

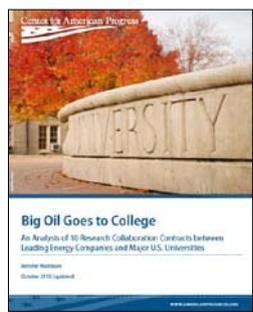
Scott Lilly examines opportunities to reduce spending in government procurement.  
[PDF format, 26 pages].

<http://www.americanprogress.org/issues/2010/10/pdf/unclesucker.pdf>

**"SISTERS ARE DOIN' IT FOR THEMSELVES," BUT COULD USE SOME HELP: FATHERHOOD POLICY AND THE WELL-BEING OF LOW-INCOME MOTHERS AND CHILDREN.** Center for American Progress. Joy Moses et al. October 2010.

The authors explain how supporting responsible fatherhood and related programs and services help low-income mothers.

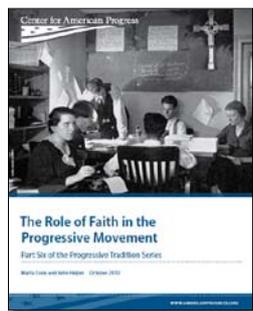
<http://www.americanprogress.org/issues/2010/10/pdf/fatherhoodreport.pdf>



**BIG OIL GOES TO COLLEGE: AN ANALYSIS OF 10 RESEARCH COLLABORATION CONTRACTS BETWEEN LEADING ENERGY COMPANIES AND MAJOR U.S. UNIVERSITIES.** Center for American Progress. Jennifer Washburn. October 14, 2010.

The world's largest oil companies are showing surprising interest in financing alternative energy research at U.S. universities. Over the past decade, five of the world's top 10 oil companies, ExxonMobil Corp., Chevron Corp., BP PLC, Royal Dutch Shell Group, and ConocoPhillips Co., and other large traditional energy companies with a direct commercial stake in future energy markets have forged dozens of multi-year, multi-million-dollar alliances with top U.S. universities and scientists to carry out energy-related research. Much of this funding by "Big Oil" is being used for research into new sources of alternative energy and renewable energy, mostly biofuels.

[http://www.americanprogress.org/issues/2010/10/pdf/big\\_oil\\_if.pdf](http://www.americanprogress.org/issues/2010/10/pdf/big_oil_if.pdf) [PDF format, 220 pages].



**THE ROLE OF FAITH IN THE PROGRESSIVE MOVEMENT.** Center for American Progress. Marta Cook and John Halpin. October 8, 2010.

There have historically been two primary strands of progressive thought concerning the proper relationship between faith and politics, one secular and the other emerging directly from religious social values. Secular progressive thought, associated with Enlightenment liberalism,

is skeptical about particular religious claims in a pluralistic society, and insistent upon keeping religion out of politics and politics out of religion. Prominent American liberals such as Thomas Jefferson and James Madison, among others, strongly advocated freedom of conscience, religious tolerance, and strict separation of church and state as represented in the First Amendment to the U.S. Constitution. This classical liberalism placed a premium on rationality, self-determination, and personal morality above faith, church authority, and public morality. It looked to establish a constitutional order in America that would prevent the merging of religion and government that was prevalent in Europe.

[http://www.americanprogress.org/issues/2010/10/pdf/progressive\\_traditions6.pdf](http://www.americanprogress.org/issues/2010/10/pdf/progressive_traditions6.pdf) [PDF format, 18 pages].



**BREAKING THE MOLD: COMBINING COMMUNITY SCHOOLS WITH EXPANDED LEARNING TIME TO HELP EDUCATIONALLY DISADVANTAGED STUDENTS. Center for American Progress. Isabel Owen. September 22, 2010.**

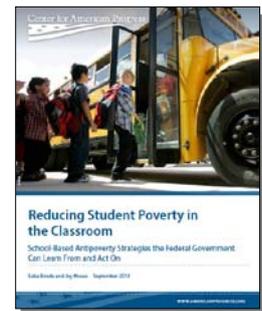
Isabel Owen examines two school wide reform models that challenge the rigid boundaries of the conventional school model in order to close the achievement gap.

<http://bit.ly/9dUbsi> [PDF format, 44 pages].

**REDUCING STUDENT POVERTY IN THE CLASSROOM. Center for American Progress. Saba Bireda and Joy Moses. September 2010.**

Schools are ideal locations for social programs because they have unparalleled access to poor students and their families, they are located in the neighborhoods in which families live, are recognized and familiar community institutions, and have established relationships with low-income students and their families.

<http://bit.ly/cn0R4B> [PDF format, 31 pages].



**LEVERS OF CHANGE: PATHWAYS FOR STATE-TO-DISTRICT ASSISTANCE IN UNDERPERFORMING SCHOOL DISTRICTS. Center for American Progress. William J. Slotnik. September 2010.**

When school districts fail to meet their responsibilities to educate students, state departments of education by law have to step up and become the responsible party. But, if state departments of education are to achieve better results, there is a fundamental need for new approaches and new sets of players. <http://bit.ly/brnUPH>

**THROUGH THE LOOKING GLASS: LATIN AMERICA, SAME-SEX MARRIAGE, AND SEPARATION OF CHURCH AND STATE. Center for American Progress. Jacqueline Nolley Echegaray. August 26, 2010.**

The Supreme Court in Mexico City, which voted August 16, 2010 to uphold a Mexico City law allowing adoptions by same-sex couples. The author asks, is Mexico more tolerant than the United States? <http://bit.ly/aemtJP> [HTML format, various paging].

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## CENTER FOR ECONOMIC AND POLICY RESEARCH

### **HARD WORK IN THE PUBLIC SECTOR. Center for Economic and Policy Research. Hye Jin Rho. October 2010.**

Recent economic turmoil has led state and local governments to seek new paths to offset budget shortfalls. Among other things, one widely discussed policy option is state employee pension reforms. These proposals seek to cut pension benefits, and, moreover, to increase the retirement age. State and local government employees generally are able to access full retirement benefits at a lower age than most other American workers, for whom the current age for eligibility for full Social Security benefits is 66 (and which will rise to 67 by 2027). Policymakers, however, must not overlook the fact that a large share of public sector workers are in physically strenuous jobs, says the author.

<http://www.cepr.net/documents/publications/older-workers-public-2010-10.pdf> [PDF format, 2 pages].

## CENTER FOR IMMIGRATION STUDIES

### **POPULATION, IMMIGRATION, AND THE DRYING OF THE AMERICAN SOUTHWEST. Kathleen Parker. Center for Immigration Studies, November 2010**

This Backgrounder offers an historical overview of the critical issue of water in the American Southwest, where the water situation is becoming increasingly dire during a prolonged — but not uncharacteristic — drought in the arid region. We also examine the demographic trends that drive high rates of U.S. and, as a result, Southwest population growth. We present evidence that indicates there is insufficient water for the region's current population, much less the larger future populations that will result if immigration continues at its present high rate.

<http://www.cis.org/southwest-water-population-growth>



### **BIRTHRIGHT CITIZENSHIP IN THE UNITED STATES: A GLOBAL COMPARISON. Jon Feere. Center for Immigration Studies, August 2010**

*All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside."*

-- U.S. Const. amend. XIV, § 1

Every year, 300,000 to 400,000 children are born to illegal immigrants in the United States. Despite the foreign citizenship and illegal status of the parent, the executive branch of the U.S. government automatically recognizes these children as U.S. citizens upon birth. The same is true of children born to tourists and other aliens who are present in the United States in a legal but temporary status. Since large-scale tourism and mass illegal immigration are relatively recent phenomena, it is unclear for how long the U.S. government has followed this practice of automatic "birthright citizenship" without regard to the duration or legality of the mother's presence.

<http://www.cis.org/articles/2010/birthright.pdf>

## CENTER FOR PUBLIC EDUCATION

### **CUTTING TO THE BONE: HOW THE ECONOMIC CRISIS AFFECTS SCHOOLS. Center for Public Education. October 7, 2010.**

The report notes that public K-12 education usually is one of the last areas to face the budget axe, but most districts today are suffering from declines in both state and local funding. At the same time, many also face dramatic cost increases in areas ranging from

utilities to pension funds, forcing school leaders to make tough decisions between balanced budgets and student needs.

[HTML format, various paging].

<http://www.centerforpubliceducation.org/site/apps/nlnet/content3.aspx?c=lvIXiNOJwE&b=6302113&ct=8736229&notoc=1>

## COLLEGE BOARD



### **2010 COLLEGE-BOUND SENIORS: TOTAL GROUP PROFILE REPORT. College Board. September 2010.**

College-Bound Seniors presents data for high school graduates in the year 2010 who participated in the SAT Program. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered accurate.

<http://bit.ly/bXepRs> [PDF format, 19 pages].

## EDUCATION COMMISSION OF THE STATES

### **MEASURING ADEQUATE YEARLY PROGRESS: WHAT "OTHER" INDICATORS COUNT BESIDES READING AND MATH? Dinah Frey, Education Commission of the States, October 2010**

NCLB calls for one "other" academic indicator to count toward the calculation of AYP. At the high school level that indicator was the graduation rate. At the elementary and middle school levels, states could select any additional measure. This ECS *StateNote* hopes to deepen that understanding by raising awareness of each state's "other" academic indicator and its accompanying target. <http://www.ecs.org/clearinghouse/87/98/8798.pdf>

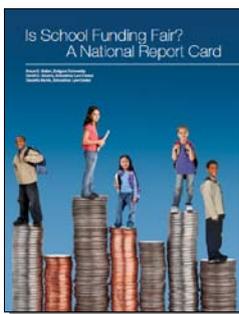


### **THE PROGRESS OF EDUCATION REFORM: CITIZENSHIP EDUCATION. Jennifer Piscatelli, Education Commission of the States, October 2010**

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

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

## EDUCATION LAW CENTER



### **IS SCHOOL FUNDING FAIR? A NATIONAL REPORT CARD. Education Law Center. Bruce Baker et al. October 2010.**

The National Report Card is a critique of state school funding systems and the extent to which these systems ensure equality of educational opportunity for all children, regardless of background, family income, place of residence or school. The report makes the assumption that "fair" school funding is defined as "a state finance system that ensures equal educational opportunity by providing a sufficient level of funding distributed to districts within the state to account for additional needs generated by student poverty." [PDF format, 54 pages].

[http://www.schoolfundingfairness.org/National\\_Report\\_Card.pdf](http://www.schoolfundingfairness.org/National_Report_Card.pdf)

## EDUCATION SECTOR

### **ARE YOU GAINFULLY EMPLOYED?: SETTING STANDARDS FOR-PROFIT DEGREES. Education Sector. Ben Miller. September 2010.**

The U.S. Department of Education had released a new proposal that would make it more difficult for for-profits to access billions of dollars in federal funds. At the center of the proposal is a rule

called “gainful employment” that would penalize for-profit colleges and other vocational training programs for saddling students with more debt than they can pay back. For-profits have grown by leaps and bounds in recent years, largely free of federal regulation. That freedom would be significantly curtailed if the gainful employment standard takes effect. <http://bit.ly/9emT2G>

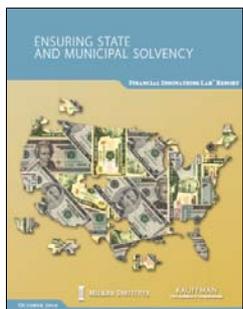
## EDUCATION TRUST



**BIG GAPS, SMALL GAPS: SOME COLLEGES AND UNIVERSITIES DO BETTER THAN OTHERS IN GRADUATING AFRICAN-AMERICAN STUDENTS. The Education Trust. Mamie Lynch and Jennifer Engle. August 9, 2010.**

Even though 57 percent of all students who enroll earn diplomas within six years, the graduation rates for different groups of students are vastly different. Nationally, 60 percent of whites but only 49 percent of Latinos and 40 percent of African Americans who start college hold bachelor's degrees six years later. <http://bit.ly/b4z58N>

## EWING MARION KAUFFMAN FOUNDATION

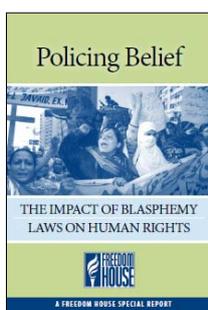


**ENSURING STATE AND MUNICIPAL SOLVENCY. Milken Institute and Ewing Marion Kauffman Foundation. October 2010.**

Cutting back on services and increasing taxes won't be enough to stabilize state and municipal finances, even when the economy fully recovers. According to the report, it's going to require real paradigm shifts: a fundamental restructuring of budgets and the entire budgeting process, sustainable revenue generation, new efficiencies and federal/state partnerships.

<http://www.kauffman.org/uploadedfiles/ensuring-state-and-municipal-solvency.pdf>

## FREEDOM HOUSE



**POLICING BELIEF: THE IMPACT OF BLASPHEMY LAWS ON HUMAN RIGHTS. Freedom House, October 21, 2010**

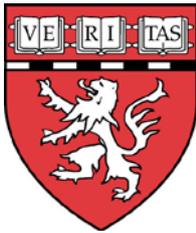
Policing Belief: The Impact of Blasphemy Laws on Human Rights examines the human rights implications of domestic blasphemy and religious insult laws using the case studies of seven countries—Algeria, Egypt, Greece, Indonesia, Malaysia, Pakistan and Poland—where such laws exist both on paper and in practice. Without exception, blasphemy laws violate the fundamental freedom of expression, as they are by definition intended to protect religious institutions and religious doctrine— i.e., abstract ideas and concepts – from insult or offence. At their most benign, such laws lead to self-censorship. In Greece and Poland, two of the more democratic countries examined in the study, charges brought against high-profile artists, curators and writers serve as a warning to others that certain topics are off limits. At their worst, in countries such as Pakistan and Malaysia, such laws lead to overt governmental censorship and individuals are both prosecuted and subject to severe criminal penalties including lengthy jail sentences. <http://freedomhouse.org/template.cfm?page=383&report=95>

## HARVARD

### **SURVEY OF YOUNG AMERICANS' ATTITUDES TOWARD POLITICS AND PUBLIC SERVICE: 18TH EDITION. Harvard Institute of Politics, October 21, 2010**

The 18th edition takes a careful look at: Political preferences and activity, including voting in the 2010 midterm elections; Opinions of President Obama, Democrats and Republicans in Congress; Interest in the Tea Party movement.

[http://www.iop.harvard.edu/var/ezp\\_site/storage/fckeditor/file/101021\\_IOP\\_Fall\\_10%20Report\\_FINAL.pdf](http://www.iop.harvard.edu/var/ezp_site/storage/fckeditor/file/101021_IOP_Fall_10%20Report_FINAL.pdf)



**REVERSING THE QUEUE: PERFORMANCE, LEGITIMACY, AND MINORITY HIRING. Harvard Business School. David Thomas and Andrew Hill. October 2010.**

While there has been a steady rise in the number of black executives in corporate America, the fact remains that white males have a persistent advantage in terms of access to managerial positions. The paper sets out to find out how a company's performance influences the hiring of minorities into management positions, and whether the presence of minorities in senior management positions affects the racial composition of the subordinate management team. Research, which focused on the corporate structure of the National Football League, was conducted by the authors. <http://www.hbs.edu/research/pdf/11-032.pdf> [PDF format, 42 pages].

**A POSITIVE APPROACH TO STUDYING DIVERSITY IN ORGANIZATIONS. Harvard Business School. Lakshmi Ramarajan and David Thomas. October 5, 2010.**

Considering that the topic of workplace diversity often garners unhappy discussions of prejudice, isolation, and conflict, it's not surprising that many researchers avoid the topic altogether. The authors propose a positive approach to studying diversity, with hopes that this will lead managers to feel more positive about adopting diversity policies in the workplace. <http://www.hbs.edu/research/pdf/11-024.pdf> [PDF format, 38 pages].

**FEELING GOOD ABOUT GIVING: THE BENEFITS (AND COSTS) OF SELF-INTERESTED CHARITABLE BEHAVIOR. Harvard Business School. Lalin Anik et al. September 2009.**

While lay intuitions and pop psychology suggest that helping others leads to higher levels of happiness, the existing evidence only weakly supports this causal claim: Research in psychology, economics, and neuroscience exploring the benefits of charitable giving has been largely correlational, leaving open the question of whether giving causes greater happiness. The study analyzes the correlations. <http://www.hbs.edu/research/pdf/10-012.pdf>



**YOUTH, PRIVACY AND REPUTATION (LITERATURE REVIEW). Alice E. Marwick et al. Berkman Center for Internet & Society at Harvard University, April 12, 2010**

The scope of this literature review is to map out what is currently understood about the intersections of youth, reputation, and privacy online, focusing on youth attitudes and practices. It summarizes both key empirical studies from quantitative and qualitative perspectives and the legal issues involved in regulating privacy and reputation. This project includes studies of children, teenagers, and younger college students.

Due to language issues, the majority of this literature covers the United States, the United Kingdom, the European Union, and Canada.

[http://cyber.law.harvard.edu/publications/2010/Youth\\_Privacy\\_Reputation\\_Lit\\_Review](http://cyber.law.harvard.edu/publications/2010/Youth_Privacy_Reputation_Lit_Review)

## HERITAGE FOUNDATION

**AMERICA'S FOUNDERS AND THE PRINCIPLES OF FOREIGN POLICY: SOVEREIGN INDEPENDENCE, NATIONAL INTERESTS, AND THE CAUSE OF LIBERTY IN THE WORLD. Matthew Spalding. Heritage Foundation, First Principles Series Report #33, October 15, 2010**

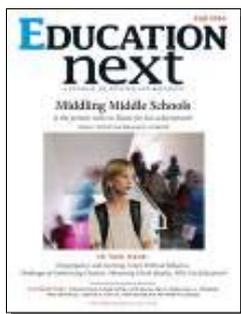
America's Founders sought to define a national good that transcended local interests and prejudices. The national good included the common benefits of self-defense and prosperity that all Americans would realize by



participating in a large, commercial nation able to hold its own in an often hostile world. But it was only with the constitutional rule of law that the higher purpose, or true national interest, of America could be realized. That purpose was to demonstrate to all mankind the feasibility of self-government and the suitability of justice as the proper and sustainable ground for relations among nations and peoples. The honor of striving for domestic and international justice would give moral purpose to the American character. The United States would support, defend, and advance the cause of freedom everywhere.

<http://www.heritage.org/Research/Reports/2010/10/Americas-Founders-and-the-Principles-of-Foreign-Policy-Sovereign-Independence>

## HOOVER INSTITUTION, STANFORD UNIVERSITY



**STUCK IN THE MIDDLE HOW AND WHY MIDDLE SCHOOLS HARM STUDENT ACHIEVEMENT. *Education Next*, Fall 2010 / Vol. 10, No. 4**

Middle school. The very words are enough to make many Americans shudder with memories of social anxiety, peer pressure, bad haircuts, and acne. But could middle schools also be bad for student learning? Could something as simple as changing the grade configuration of schools improve academic outcomes? That's what some educators have come to believe. <http://educationnext.org/stuck-in-the-middle/>

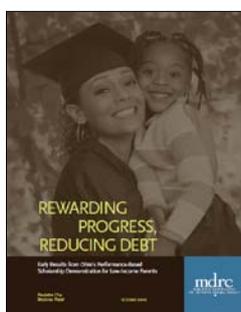
## INSTITUTE FOR WOMEN'S POLICY RESEARCH (IWPR)



**SEPARATE AND NOT EQUAL? GENDER SEGREGATION IN THE LABOR MARKET AND THE GENDER WAGE GAP. Institute for Women's Policy Research. Ariane Hegewisch et al. September 2010.**

Occupational gender segregation is a strong feature of the US labor market. While some occupations have become increasingly integrated over time, others remain highly dominated by either men or women. The analysis of trends in overall gender segregation shows that, after a considerable move towards more integrated occupations in the 1970s and 1980s, progress has completely stalled since the mid 1990s. <http://bit.ly/9Svwsy>

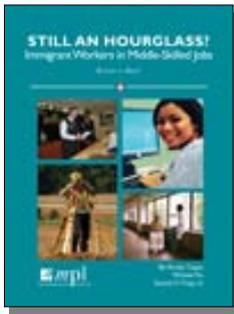
## MDRC



**REWARDING PROGRESS, REDUCING DEBT. MDRC. Paulette Cha and Reshma Patel. October 2010.**

Performance-based scholarships are a new and innovative type of financial aid for postsecondary education. The scholarships are performance-based in that the payments are contingent upon meeting academic benchmarks after students enroll in the scholarship program, and do not place weight on past grades. This design is intended to give students an incentive to change their behavior with respect to time management and academics, with the goal of improving their educational outcomes. It also serves students who may not have had much past academic success, and gives them a clean slate <http://www.mdrc.org/publications/568/full.pdf>

## MIGRATION POLICY INSTITUTE



**STILL AN HOURGLASS?: IMMIGRANT WORKERS IN MIDDLE-SKILLED JOBS. Migration Policy Institute. Randy Capps et al. September 2010.**

It has been conventional wisdom that the immigrant workforce is shaped like an hourglass — wide at the top and the bottom but narrow in the middle. In reality, immigrants are more evenly dispersed across the skills spectrum than has been widely recognized, say the authors. <http://bit.ly/d4OycD> [PDF format, 21 pages].

**THE DEMOGRAPHIC IMPACTS OF REPEALING BIRTHRIGHT CITIZENSHIP. Migration Policy Institute. Jennifer Van Hook and Michael Fox. September 8, 2010.**

Repeal of birthright citizenship for the U.S.-born children of unauthorized immigrants would expand the unauthorized population by at least 5 million over the next four decades using conservative demographic assumptions, according to the report. The report employs standard demographic techniques to assess how passage of the Birthright Citizenship Act of 2009 or changes to the 14th Amendment would affect the size of the unauthorized immigrant population through 2050. <http://bit.ly/amcNhn> [PDF format, 12 pages].



**CONNECTED THROUGH SERVICE: DIASPORA VOLUNTEERS AND GLOBAL DEVELOPMENT. U.S.A.I.D and Migration Policy Institute. Aaron Terrazas. By Kathleen Newland and Hiroyuki Tanaka. August 2010.**

Nearly 1 million U.S. residents spend time volunteering abroad each year, including nearly 200,000 first- and second-generation immigrants. Diasporas often have the connections, knowledge, and personal drive to volunteer outside the framework of organized volunteer programs. But many also volunteer through established programs. As skilled migration and the number of U.S. youth with ancestors in the developing world grow over the coming years, the potential for both skilled diaspora volunteers and youth diaspora volunteers will increase. The report examines the role of diaspora in development policy. <http://bit.ly/b3uSD0> [PDF format, 48 pages].

## MILLER CENTER FOR PUBLIC AFFAIRS

**WELL WITHIN REACH: AMERICA'S NEW TRANSPORTATION AGENDA. Miller Center for Public Affairs. Norman Y. Mineta et al. October 2010.**

Transportation systems are the backbone of America. They keep the nation strong and moving. The report says that U.S. has not been taken care of this resource. Lacking a coherent vision for our transportation future and chronically short of resources, U.S. defers new investments, fails to plan, and allows existing systems to fall into disrepair. Stakeholders in the transportation community have recognized these costs and should rethink existing systems for the 21st century and create an agenda for enacting change. [PDF format, 92 pages].

[http://web1.millercenter.org/conferences/report/conf\\_2009\\_transportation.pdf](http://web1.millercenter.org/conferences/report/conf_2009_transportation.pdf)

## NATIONAL BUREAU OF ECONOMIC RESEARCH

### **VARIATION IN EDUCATIONAL OUTCOMES AND POLICIES ACROSS COUNTRIES AND OF SCHOOLS WITHIN COUNTRIES. National Bureau of Economic Research. Richard B. Freeman et al. August 2010.**

The study examines the variation in educational outcomes across and within countries using the TIMSS mathematics tests. It documents the wide cross-country variation in the level and dispersion of test scores. Countries with the highest test scores are those with the least inequality in scores, which suggests a “virtuous” equity-efficiency trade-off in improving educational outcomes, according to the report. <http://bit.ly/9x0s7f> [PDF format, 32 pages].

## NATIONAL CENTER FOR POLICY ANALYSIS

### **WHY IS COLLEGE SO EXPENSIVE? National Center for Policy Analysis. Angelica Gonzalez and Courtney O’Sullivan. September 30, 2010.**

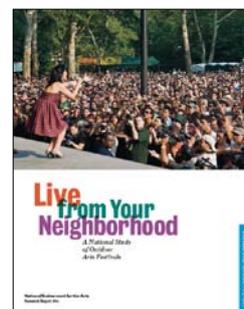
Soft consumer demand in a weak economy has led many businesses to cut prices. But this is not the case in the market for higher education. Entering college freshmen and returning students face ever-higher tuition and fees. In fact, tuition at American universities has been increasing faster than inflation for the past 30 years. <http://bit.ly/aiVZQX> [PDF format, 2 pages].



## NATIONAL ENDOWMENT FOR THE ARTS

### **LIVE FROM YOUR NEIGHBORHOOD: A NATIONAL STUDY OF OUTDOOR ARTS FESTIVALS, VOL 1: SUMMARY REPORT. NEA, October 2010.**

This report combines key results from two investigative efforts—an online, national survey of outdoor arts festivals and seven case studies—to examine the range and variety of arts festivals in the U.S., the artists they employ, the communities they serve, and the roles they play in our cities, towns, and neighborhoods. The survey collected, for the first time, comprehensive data on a large cross-section of U.S. arts festivals, including information about audiences, arts programming, budgets, and operating structure. <http://www.nea.gov/research/Festivals-Report.pdf>



### **LIVE FROM YOUR NEIGHBORHOOD: A NATIONAL STUDY OF OUTDOOR ARTS FESTIVALS, VOL 2: SEVEN CASE STUDIES. NEA, October 2010**

This report is based on seven case studies that complement data from an online, national survey of outdoor arts festivals. The case studies offer a rich perspective on seven distinctive festivals, their sponsoring organizations, and their artists, volunteers, and audiences. <http://www.nea.gov/research/Festivals-Case-Studies.pdf>

## NATIONAL GOVERNORS ASSOCIATION

### **STATE GOVERNMENT REDESIGN EFFORTS 2009 AND 2010. National Governors Association. Lauren Stewart. October 18, 2010.**

As the nation stands poised to elect one of the largest classes of new governors, the National Governors Association Center for Best Practices (NGA Center) has conducted an analysis of state actions to streamline and downsize government to meet the new economic reality facing



states. <http://www.nga.org/Files/pdf/1010STATEGOVTREDESIGN.PDF>

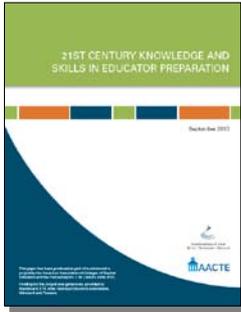
## NIELSEN

### **SNAPSHOT OF TELEVISION USE IN THE U.S. Nielsen. September 23, 2010.**

With the new TV season upon us, Nielsen provides a look at what, and how, we watch TV in the U.S. Throughout 2009-2010, television viewing continued to fragment and adapt to new technologies such as digital video recorders and high-definition television.

<http://bit.ly/aSXQLI> [PDF format, 3 pages].

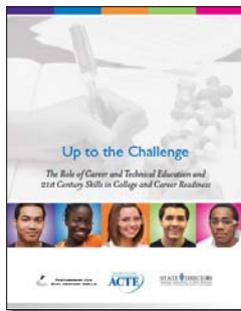
## PARTNERSHIP FOR 21ST CENTURY SKILLS



### **21ST CENTURY KNOWLEDGE AND SKILLS IN EDUCATOR PREPARATION. Partnership for 21st Century Skills and American Association of Colleges for Teacher Education (AACTE), September 2010**

Today as never before, meeting our society's challenges demands educational excellence. Reinvigorating the economy, achieving energy independence with alternative technologies and green jobs, and strengthening our health care system require a skilled populace that is ready for the critical challenges we face. There is widespread consensus, however, that our education systems are failing to adequately prepare all students with the essential 21<sup>st</sup> century knowledge and skills necessary to succeed in life, career and citizenship.

[http://www.p21.org/documents/aacte\\_p21\\_whitepaper2010.pdf](http://www.p21.org/documents/aacte_p21_whitepaper2010.pdf)



### **UP TO THE CHALLENGE: THE ROLE OF CAREER AND TECHNICAL EDUCATION AND 21ST CENTURY SKILLS IN COLLEGE AND CAREER READINESS. Partnership for 21st Century Skills and American Association of Colleges for Teacher Education (AACTE), September 2010**

College and career readiness is the new direction for K–12 education. Preparing students to transition without remediation to postsecondary education or to careers that pay a living wage, or both, is the ultimate aim of federal and state education policies, initiatives and funding. Very few K–12 schools can meet this goal for all students today.

[http://www.p21.org/documents/CTE\\_Oct2010.pdf](http://www.p21.org/documents/CTE_Oct2010.pdf)

## PEW

### **RELIGION IN THE 2010 ELECTIONS. Pew Forum on Religion & Public Life. November 3, 2010.**

Two of the largest religious groups in the electorate followed the same basic voting patterns in the 2010 elections for the U.S. House of Representatives as they have in prior elections: white Protestants voted overwhelmingly Republican and religiously unaffiliated voters cast their ballots overwhelmingly for Democrats. But Catholic voters, who had favored Democratic over Republican candidates by double-digit margins in the last two congressional elections, swung to the GOP in 2010. And within all three of these major religious groups, support for the Republican Party rose this year compared with 2006, matching or exceeding their levels of support for the GOP in any recent election. [HTML format, various paging].

<http://pewresearch.org/pubs/1791/2010-midterm-elections-exit-poll-religion-vote>

**ILLEGAL IMMIGRATION BACKLASH WORRIES, DIVIDES LATINOS. Pew Hispanic Center. Mark Hugo Lopez et al. October 28, 2010.**

The national political backlash against illegal immigration has created new divisions among Latinos and heightened their concerns about discrimination against members of their ethnic group—including those who were born in the United States or who immigrated legally. A small majority says unauthorized immigrants should pay a fine but not be deported, while a small minority says they should be deported and a larger minority says they should not be punished. Hispanics are also divided about the impact of illegal immigration on Hispanics already living in the U.S. Some 29% say the impact has been positive, down from 50% who said the same in 2007. <http://pewhispanic.org/files/reports/128.pdf> [PDF format, 52 pages].

**POLITICAL RHETORIC AND A DRAMATIC RESCUE LEAD THE NEWS. Pew Research Center's Project for Excellence in Journalism. October 19, 2010.**

A midterm election cycle quickly becoming known for harsh rhetoric and sharp personal attacks once again finished as the No. 1 story last week. But it had to share the media spotlight with a live dramatic rescue that became the ultimate reality show. The week's No. 2 story (filling 21% of the newshole) was the rescue of 33 Chilean miners who had been trapped underground for 69 days. The rescue proved to be one of the rare mega-stories that offered nothing but good news, and it was viewed live around the world. In the U.S., the story filled one-third of the airtime studied on cable news for the week. [http://www.journalism.org/index\\_report/pej\\_news\\_coverage\\_index\\_October\\_11\\_17\\_2010](http://www.journalism.org/index_report/pej_news_coverage_index_October_11_17_2010)

**THE REVERSAL OF THE COLLEGE MARRIAGE GAP. Pew Research Center. Paul Taylor et al. October 7, 2010.**

In a reversal of long-standing marital patterns, college-educated young adults are more likely than young adults lacking a bachelor's degree to have married by the age of 30. In 2008, 62% of college-educated 30-year-olds were married or had been married, compared with 60% of 30-year-olds who did not have a college degree. Throughout the 20th century, college-educated adults in the United States had been less likely than their less-educated counterparts to be married by age 30. In 1990, for example, 75% of all 30-year-olds who did not have a college degree were married or had been married, compared with just 69% of those with a college degree. <http://pewsocialtrends.org/files/2010/11/767-college-marriage-gap.pdf>

**SUPPORT FOR SAME-SEX MARRIAGE EDGES UPWARD. Pew Research Center for the People & the Press and Pew Forum on Religion & Public Life. October 6, 2010.**

Polls this year have found that more Americans favor allowing gays and lesbians to marry legally than did so just last year. In two polls conducted over the past few months, based on interviews with more than 6,000 adults, 42% favor same-sex marriage while 48% are opposed. In polls conducted in 2009, 37% favored allowing gays and lesbians to marry legally and 54% were opposed. For the first time in 15 years of Pew Research Center polling, fewer than half oppose same-sex marriage. <http://people-press.org/reports/pdf/662.pdf>

**U.S. RELIGIOUS KNOWLEDGE SURVEY. Pew Forum on Religion & Public Life. September 28, 2010.**

Atheists and agnostics, Jews and Mormons are among the highest-scoring groups on a new survey of religious knowledge, outperforming evangelical Protestants, mainline Protestants and Catholics on questions about the core teachings, history and leading figures of major world religions. On average, Americans correctly answer 16 of the 32 religious knowledge questions on the survey. Atheists and agnostics average 20.9 correct answers. Jews and Mormons do about as well, averaging 20.5 and 20.3 correct answers, respectively. Protestants as a whole average 16 correct answers; Catholics as a whole, 14.7. Atheists and agnostics, Jews and Mormons perform better than other groups on the survey even after controlling for differing levels of education. <http://bit.ly/dtFZqL> [PDF format, 78 pages].

**WHEN TECHNOLOGY MAKES HEADLINES: SOCIAL TRENDS AND NEW DEVICES GARNER GREATEST ATTENTION FROM THE MSM. Pew Research Center's Project for Excellence in Journalism. September 27, 2010.**

The mainstream news media have offered the American public a divided view of how information technology influences society, according to the new study. Over the past year, messages about the promise of technology making life easier and awe about new gadgets have vied in the news with worries about privacy, child predators, shrinking attention spans and danger behind the wheel. The most prevalent underlying message about technology's influence has been upbeat, the notion that technology is making life easier and more productive. <http://bit.ly/a3v7Ab> [HTML format, various paging].

**FEW SAY RELIGION SHAPES IMMIGRATION, ENVIRONMENT VIEWS. Pew Research Center for the People & the Press. September 17, 2010.**

Many Americans continue to say their religious beliefs have been highly influential in shaping their views about social issues, including abortion and same-sex marriage. But far fewer cite religion as a top influence on their opinions about several other social and political issues, including how the government should deal with immigration, the environment and poverty. <http://bit.ly/buflpK> [PDF format, 36 pages].

**AMERICANS SPENDING MORE TIME FOLLOWING THE NEWS. Pew Research Center for the People & the Press. September 12, 2010.**

There are many more ways to get the news these days, and as a consequence Americans are spending more time with the news than over much of the past decade. Digital platforms are playing a larger role in news consumption, and they seem to be more than making up for modest declines in the audience for traditional platforms. As a result, the average time Americans spend with the news on a given day is as high as it was in the mid-1990s, when audiences for traditional news sources were much larger. <http://bit.ly/cTeGEy>

## RAND

**HOURS OF OPPORTUNITY: HOW CITIES CAN BUILD SYSTEMS TO IMPROVE OUT-OF-SCHOOL-TIME PROGRAMS. RAND Corporation. Susan J. Bodilly et al. October 21, 2010.**

Five cities that received a grant from The Wallace Foundation to increase collaboration, access, quality, information sharing, and sustainability in their out-of-school-time systems used different planning approaches to meet the initiative's goals. [http://www.rand.org/pubs/research\\_briefs/2010/RAND\\_RB9551.pdf](http://www.rand.org/pubs/research_briefs/2010/RAND_RB9551.pdf) [PDF format, 3 pages].

**STUDENT ACHIEVEMENT, SCHOOL STRUCTURE, AND THE EFFECTS OF SMALL LEARNING COMMUNITY IMPLEMENTATIONS IN LOS ANGELES: A NETWORK APPROACH. RAND Corporation. Richard Bowman. October 18, 2010.**

The division of Los Angeles' large urban comprehensive high schools into groups of Small Learning Communities (SLCs) within the school campus was proposed as a way to improve academic outcomes. While the effects of school size on students have been explored in detail and converting school structure "in-place" is less costly than constructing several new small schools, little research has been completed regarding the structural or academic effects of dividing large schools into whole-school or "wall-to-wall" SLCs on the same campus. With this policy and research backdrop, the dissertation defines and identifies

communities of students, evaluates the level of sorting and segregation in schools and communities in schools, explores correlations between school structure and academic outcomes, and evaluates the effects of SLC implementation on school structure and academic outcomes. [http://www.rand.org/pubs/rgs\\_dissertations/2010/RAND\\_RGSD273.pdf](http://www.rand.org/pubs/rgs_dissertations/2010/RAND_RGSD273.pdf)

## ROBERT WOOD JOHNSON FOUNDATION

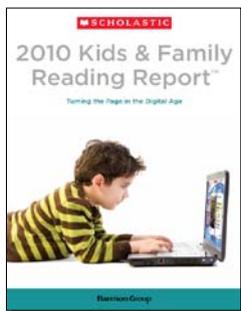


### **UNLOCKING THE POTENTIAL OF SCHOOL NURSING: KEEPING CHILDREN HEALTHY, IN SCHOOL, AND READY TO LEARN. Robert Wood Johnson Foundation. August 2010.**

For more than a century, school nurses have played a critical role in keeping U.S. schoolchildren healthy. Their duties go far beyond tending to recess scrapes and bruises. They deal with students' chronic health conditions, life-threatening allergy and asthma events and epidemics of various sorts; they connect students to substance-abuse treatment, mental, behavioral and reproductive health services; they screen for vision, hearing and other problems that might impair learning; they ensure immunization compliance and administer first aid; and more. In short, school nurses provide care that many children would not otherwise receive, and greatly reduce the overall cost of care because they are able to intercept and address problems before they become severe and costly. <http://bit.ly/brb9cD> [PDF format, 8 pages].

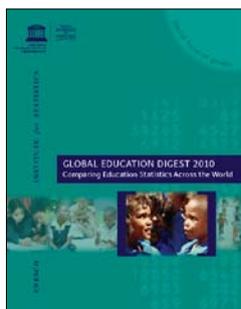
## SCHOLASTIC AND HARRISON GROUP

### **2010 KIDS & FAMILY READING REPORT: TURNING THE PAGE IN THE DIGITAL AGE. Scholastic and Harrison Group. September 29, 2010.**



The children age 6 – 17 and their parents share their views on a wide range of topics regarding reading in the 21st Century. The study finds that from age 6 - 17, the time kids spend reading books for fun declines while the time kids spend going online for fun and using a cell phone to text or talk increases. Parents express concern that the use of electronic and digital devices negatively affects the time kids spend reading books (41%), doing physical activities (40%), and engaging with family (33%). <http://bit.ly/bQvAUz> [PDF format, 56 pages].

## UNITED NATIONS, DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS (ESA)



### **GLOBAL EDUCATION DIGEST 2010: COMPARING EDUCATION STATISTICS ACROSS THE WORLD. U.N. Educational, Scientific and Cultural Organization. September 23, 2010.**

According to the Digest, boys and girls in only 85 countries will have equal access to primary and secondary education by 2015, if present trends continue. Seventy-two countries are not likely to reach the goal, among which, 63 are far from reaching parity at the secondary level. "This new data tells us that we need to re-affirm our commitment to education and gender equality," said UNESCO Director-General, Irina Bokova. "The advances made in improving girls' and women's access to education and training over the past decades risk being undermined by reductions in international aid and national investments as the world struggles to cope with inter-locking crises. Yet, we all know that compromising the education of girls and women will only lead to more vulnerability and reinforce the vicious cycle of poverty." <http://bit.ly/aKQ313>

## UNITED STATES INSTITUTE OF PEACE (USIP)



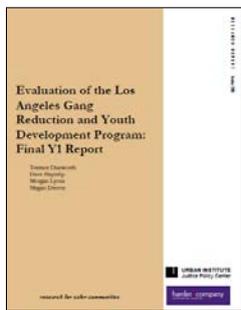
### **CIVIC EDUCATION AND PEACEBUILDING: EXAMPLES FROM IRAQ AND SUDAN. U.S. Institute of Peace. Daniel H. Levine and Linda S. Bishai. October 2010.**

Between 2006 and 2010, the United States Institute of Peace developed several civic education programs for Iraq and Sudan as part of broader efforts to promote post conflict stability and development and help prevent a return to violence. The report describes those programs after first examining the conceptual bases for civic education and how they differ from and overlap with human rights. <http://bit.ly/cu8SIq>

### **BLOGS AND BULLETS: NEW MEDIA IN CONTENTIOUS POLITICS. U.S. Institute of Peace. Sean Aday et al. September 2010.**

The report, in cooperation with scholars from Harvard University and Morningside Analytics, critically assesses both the “cyberutopian” and “cyberskeptic” perspectives on the impact of new media on political movements. <http://bit.ly/aOx7qb> [PDF format, 36 pages].

## URBAN INSTITUTE



### **EVALUATION OF THE LOS ANGELES GANG REDUCTION AND YOUTH DEVELOPMENT PROGRAM: FINAL Y1 REPORT (Research Report). Terry Dunworth et al. Urban Institute, October 22, 2010**

This report documents the first 15-month period of the Los Angeles Gang Reduction and Youth Development (GRYD) program evaluation. GRYD is a gang prevention and intervention program that was implemented in 2008-2009 in 16 Los Angeles neighborhoods. This document reviews the GRYD program's origins, initial implementation, and the evolving development of GRYD practices and procedures in 12 of the neighborhoods. The report presents the original program evaluation design and methodology, evaluation challenges and delays, evaluation activities, and proposed next steps. Initial findings include encouraging results from a pilot retest of youth who received GRYD services. <http://www.urban.org/UploadedPDF/412251-LA-Gang-Reduction.pdf>

### **EARLY EDUCATION PROGRAMS AND CHILDREN OF IMMIGRANTS: LEARNING EACH OTHER'S LANGUAGE. Urban Institute. Hannah Matthews and Danielle Ewen. August 31, 2010.**

Children from immigrant families are the fastest growing group of children in the United States. High-quality child care and early education opportunities will be critical to these children's success in school and in life. Yet, the early experiences of children in immigrant families are as diverse and varied as immigrant families themselves. While many immigrant families face numerous barriers to accessing high-quality child care and early education for their young children, these barriers are not insurmountable. The paper discusses state and local solutions to improving access for immigrant families and specific strategies and collaborations among providers, policymakers, and immigrant-serving organizations. <http://bit.ly/dmN6ek> [PDF format, 22 pages].



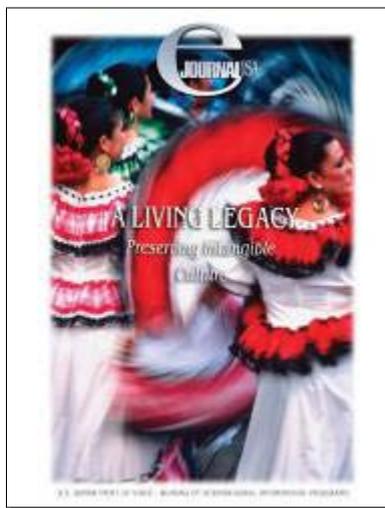
**YOUNG CHILDREN OF IMMIGRANTS: THE LEADING EDGE OF AMERICA'S FUTURE. Urban Institute. Karina Fortuny et al. August 31, 2010.**

Children of immigrants have nearly doubled as a share of pre-K to 3rd grade students since 1990. The share of children under age 8 with immigrant parents stood at 24 percent in 2008, up from 13 percent in 1990. Young children of immigrants account for more than 30 percent of children in seven states, with California leading the nation at 50 percent. The majority (93 percent) of children of immigrants are U.S. citizens.

This fact sheet also includes state-by-state data on the number of children of immigrants and the number of children whose parents come from more than 130 countries.

<http://bit.ly/bwivTI> [PDF format, 14 pages].

## AMERICA.GOV-U.S. DEPARTMENT OF STATE PUBLICATIONS



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