

# K-12 Partnership *Report*

## Evaluation: What to Measure, How to Measure

*How a smart approach to data gathering can help you prove your value and build your program*

Districts are sounding the alarm on budget cuts. School and community leaders alike are talking about the importance of improved student outcomes. Yet one of the fields that could help address both issues—partnerships—continues to sit at the margins. Why?

I believe the reason that partnerships are so often overlooked is the field's Achilles Heel: little to no emphasis on gathering and sharing the data that could prove the impact of community/school initiatives.

While there are certainly many exceptions, it is all too common to see partnership programs that look much like they did 20 years ago: Efforts that bring community members into schools, but that have very little focus on concrete outcomes, and usually no way to gauge their impact. They have simply not changed with the times.

It's hard to understate how much K-12 education has changed in the past 20 years. Curriculum standards weren't introduced until 1991, and even then they were voluntary national guidelines; today they dictate much of what is taught in our schools. In addition, while many states had their own accountability systems in place prior to the passage of No Child Left Behind, there was no national mandate for assessment and public reporting until the law's passage in 2002. These two developments have dramatically reshaped public education—and they have major implications for you.

If partnership leaders want to be brought to the table—if they want to play a central role in shaping the education landscape going forward—then we must all make evaluation a key consideration in our work.

### Why Evaluate?

It's easy to understand why people don't commonly include evaluation in their partnership plans. It comes down to a lack of resources: they don't have the time,

money, or expertise to do it. I've heard the argument many times that "every dollar we put into evaluation is a dollar we're not spending on the kids."

While it is technically true that money spent on evaluation cannot be spent elsewhere, the benefits of evaluating your work far outweigh the costs, and in fact, if you're able to show an impact through your evaluation, you will likely be able to attract far more additional support for your evaluation investment.

Benefits of evaluation include:

- **Ensuring your program is achieving results for students.** Too many programs fail to evaluate, assuming that their hard work is having a positive impact. But that's not always the case.
- **Securing ongoing support from partner districts.** While a district may not be funding a program, they are likely offering free space, staff time, and other in-kind resources. If you want to continue benefiting from their support, make sure they see the payoff.
- **Securing/expanding support from businesses.** Businesses think in terms of return on investment, or ROI. To attract and sustain supporters, you'll need to show them in measurable terms what impact you're having.
- **Finding ways to improve your impact.** Once you start tracking your outcomes, you'll be able to start benchmarking: In other words, since you know what outcomes you're producing now, you'll be able to tweak your model to see whether you can have an even greater impact.
- **Finding unexpected areas of impact.** A thorough evaluation will look at multiple types of potential impact; you may learn that you're having an effect in areas you hadn't even considered, such as boosting self-efficacy or self-image.
- **Increasing the importance of partnerships in district and community discussions.** If you prove that you can take limited resources and produce real and measurable outcomes, especially in a time of limited resources and increased demands, you will certainly earn the credibility you deserve.

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As you can see, there are several very good reasons to evaluate your partnership program(s). But how do you do it?

## Building the Logic Model

So you want to evaluate your work. Where do you start?

Before you decide what metrics to track, you need to step back and lay out the big picture: Specifically, define your intervention and the outcomes you intend to produce. Either formally or informally, this involves the creation of a **logic model**.

As you might guess, a logic model lays out the logic behind your intervention: what resources you invest, what activities you undertake, and what outcomes—short, medium, and long-term—you produce as a result. The basic flow can be seen in the image at the bottom of this page.

While inputs and activities are self-explanatory, note that there is a difference between *outputs* and *outcomes*. Outputs refer to the concrete things that happened as part of your program: A certain number of students went to a career fair, or all the science teachers at a school spent two weeks on-site at a local company. Outcomes, in contrast, speaks to the meaning and impact of those outputs: Students became more interested in careers in certain fields or industries, or became more aware of the link between school and certain careers; teachers participating in your summer externship better understood the link between the classroom and the workplace, and were better able to infuse real-world content into their classrooms.

Creating a logic model helps you define what you're trying to accomplish, and what you believe it takes (in terms of both resources and activities) to do it. It will clarify your thinking and help you explain to your business and education partners how your program works. And it is an essential starting place for someone to evaluate your initiative.

## What to Evaluate

What information you gather, of course, will vary based on the audiences you serve, on your expected outcomes, and on the type of program you run. The evaluation model for a professional development initiative will look very different from one built around a hands-on museum exhibit.

But here are a few general thoughts on what to look at when evaluating your program:

## Program Outcomes

The most important focus of your evaluation will be on outcomes: how you have changed the lives of your target audience. Specifics can vary widely based on your program model; however, make sure that they are the same outcomes defined in your logic model, so partners can see that activities and outcomes are directly linked, and that you made a material impact in areas that they see as relevant.

## Program Elements/Experiences

While outcomes are your primary focus, you may consider studying the elements of the program itself, with an eye towards improving quality and efficiency. Make sure that your teaching resources actually teach what you think they do; find out whether your activities are on-target and sufficient to achieve your objectives. You may find, particularly through interviews with facilitators, that your emphasis and approach may be improved.

## Program Operations

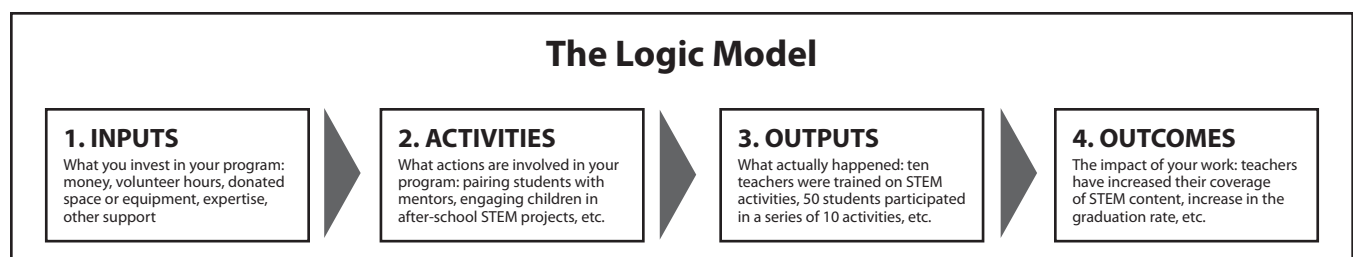
Another area to look at: the actual management of your program. Did you run into unexpected costs or other hurdles? Did you experience disruptions in service due to a lack of some resources? Consider your experiences in managing the program and address them for future cycles; this information may not make it into an evaluator's report, but your partners will want to know that you're thinking about it and addressing it.

## How to Evaluate

There are any number of ways to look at the work you're doing; and, while "hard" data like test scores can make up a part of your evaluation, they are by no means the only tool available, nor do they necessarily represent the best data you can find. A few options to consider:

## Pre/Post Surveys

One of the simplest, and most common, approaches involves giving subjects the same assessment prior to, and after, your intervention. This allows you to track changes over time, whether those changes involve knowledge, interest, perceptions, or something else.



## Observations

Evaluators and program leaders alike can observe program participants and report on their progress, particularly in areas such as interpersonal relations or development or use of certain skills.

## Interviews

You can always interview participants at the end of your program to find out what they thought, what they learned, and how it affected their lives. These sorts of anecdotal reports can be particularly powerful in telling the story of your program.

## Subject Activity

Another important metric: changes in behavior, such as taking a more challenging course of study, college-going rates, and participating in science fair competitions.

## **Other Evaluation Tips**

Some other ideas to consider when building your evaluation plan:

## Independent Evaluation

If it is at all possible, find outside independent help to design your plan, oversee the creation of your data collection instruments, handle the collection and analysis of data, and publish results under the name of a separate entity. Reports on your performance and outcomes will be much more credible, and likely more accurate, if handled by someone who does not have a stake in your program.

## Gather Baseline Data

Some program leaders don't think about gathering program data until after an initiative is already in place;

this makes it very hard to show the amount of progress made over time. If possible, determine what you'll be measuring and capture an initial set of data before you launch your program; this will allow you to show the true impact of your intervention.

## Test/Control Data

One of the dangers in evaluating a program is that an external force may influence the results, causing the evaluation to unfairly credit the intervention one way or another. As an example, consider someone implementing an after-school STEM awareness program at the same time that a new curriculum is being mandated by the district: if evaluators aren't aware of the new course of study, they may see gains or decreases in your program that aren't truly attributable to your work. To address this, researchers may find a group similar demographically to your audience, but that is not participating in your program; this allows them to control for external effects like district-wide changes.

The important thing, of course, is that you start tracking and measuring the impact of your work, using the best information and methods available to you. Proving the impact of your intervention will pay great dividends in sustaining and growing your program over time, and in giving you a voice as a partnership leader in the future of your district or organization.

# **K-12 Partnership** *Report*

Brett Pawlowski  
Editor and Publisher

The *K-12 Partnership Report* is the newsletter of record for anyone involved in connecting schools and their communities, including K-12 partnership practitioners, school foundation directors, and the business and community leaders who work to improve students' lives and help to prepare them for the college and career opportunities that lie ahead. It is published 10 times per year (monthly except June and December) by DeHavilland Associates, 10101 Lampkin Way, Charlotte NC 28269. Phone 704.717.2864; email [brett@DeHavillandAssociates.com](mailto:brett@DeHavillandAssociates.com).

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# Unum's "Tech Night" Program

The United States has lost literally millions of jobs over the past few years; as a result, most people believe there to be a glut of applicants for every opening. But the high proportion of job seekers to available position hides the fact that there is a great skills "mismatch"—in some industries or career fields, there are not enough applicants with the kinds of skills needed, and as a result companies are actually starved for qualified employees. And, to make it worse, many are seeing the beginning of a great wave of retirements among the baby boomer generation, exacerbating the problem going forward.

The information technology (IT) profession is one of those "starved" fields. According to the Bureau of Labor Statistics, employment of computer software engineers is expected to increase by 32% from 2008-2018, with more than 295,000 new jobs created during that period. According to Wanted Analytics, there will be a shortfall of 50,000 workers over the next five years just in the health IT field.

Looking at projections like these, companies like Unum, a Fortune 500 insurance firm, are beginning to take action to increase awareness and interest in the field, and to hopefully secure a pipeline of needed professionals going forward.

## Background

According to Andrea Roma, Director of Workforce Planning, Global Business Technology, the need to look for new workers was clear and compelling. "We've been analyzing our current IT workforce and looking five years out for planning purposes. What we found is that 20% of our current workforce will reach retirement age within that time—that's over 200 people in the next five years who could potentially walk out the door. And that's not just us; it's industry-wide. So we're all going to be looking for new talent, and we have to start now."

Based on this analysis, human resource professionals at Unum began looking at the pipeline for new talent, and realized that there were some significant challenges: While the level of workers looking at retirement was increasing, the number of people going into IT majors was actually decreasing. And the problem, it seemed, was originating at the high school level. To learn more about the K-12 landscape and find a way to build a bridge from high school to the IT profession, Roma and others started meeting with local administrators and educators.

According to Jim Smith, VP, Shared Services, Global Business Technology, they quickly uncovered a disconnect in the pipeline. "We were meeting with several local principals and educators, talking about the baby boomers

and retirements, and where the next generation of IT workers will come from. What became apparent early in the conversation is that the high schools had stopped all their technology courses because of budget cuts—it's just something they had stopped addressing. And we realized that all of the companies that needed IT workers, not just Unum but all companies, were looking for new people, and these new people weren't getting any exposure or encouragement through the high schools."

Part of the problem, they realized, was that educators weren't aware of local opportunities, and therefore didn't have a compelling reason to introduce students to fields like IT. According to Smith, "One of the principals noted that they had no idea what went on behind the walls of Unum. And we started to think about that, and realized well of course they don't—how would they? And we decided, maybe we had better start showing them."

And the idea for Tech Night was born.

## Tech Night

Companies can build their pipelines within the K-12 environment in several ways, such as funding instruction, sponsoring extracurricular activities, or supporting

## Unum's "Tech Night" Program

### Where:

Chattanooga, TN and other Unum locations

### Organization:

Unum Corporation, a Fortune 500 insurance company; local schools and districts

### Challenge:

The IT workforce is aging, and as they retire there is a lack of skilled workers to replace them, not to mention to keep up with the growth of the field. This is due not only to a lack of training in IT, but also more directly to a lack of awareness of the profession as an attractive career

### Solution:

Hold Tech Night events at local high schools, giving students opportunities to learn about the diverse IT field and experience firsthand some of the challenges and rewards of solving the kinds of problems that professionals face

### Partnership:

Local schools host the events and encourage participation

### Outcomes:

While still a young program, Tech Night directors have seen greatly increased levels of student awareness and interest, and expect to see an impact through ongoing surveys

professional development. Unum decided that the greatest return on their investment would be in increasing awareness of the career: Students were receiving some of the core skills through classes like science, math, and web development, but they weren't being told how they could apply those skills in the corporate world. And that was where Unum could best leverage its resources, particularly current employees who shared a passion for their work.

While Unum had been involved in some other K-12 initiatives, such as supporting a Girls Inc. technology camp, Tech Night was the company's first major individual effort. And while it has been tweaked over time, it still features the same core elements intended to introduce students to the IT field:

### Technology Fair

Tech Night begins with a Technology Fair that showcases a variety of technologies, disciplines, and roles. As Jim Smith notes, "We have 1200 IT people at Unum, and their roles are really diverse. It's not just sitting in a corner, coding; that's one of the jobs, but it's just one. An application developer is different from someone building servers, and there are interesting and different roles in each function of a company like Unum."

The Technology Fair component is staffed by Unum IT professionals who demonstrate technology and talk with the students about IT careers. The fair also includes an "antiques" table that shows how far technology has advanced in the last 50+ years.

### Student Activities

The main focus of Tech Night is on hands-on engagement, giving students an opportunity to experience firsthand the skills, and even the excitement, that can be found in IT. Activities include:

- **Straw Towers Challenge**—Students are divided into teams and given a set of materials and a deadline for building the best tower.

- **Software Design**—Students continue to work in teams to design a software interface using a set of requirements.
- **Virtualization**—Students learn about servers and why Unum is taking advantage of virtual server environments. They then develop their own recommendations using real-world scenarios.

Activities are designed to build excitement: In the middle of a challenge to build an interface for an instant messaging unit, for example, they suddenly shut off the building's power, forcing students to adjust to new conditions in order to meet their (unchanged) deadline. Also built into the simulations: the real-world requirement to work with others to accomplish goals.

### **Outcomes**

While the Tech Night program is still young, Roma and Smith have been heartened by the high levels of awareness and enthusiasm they have seen in participating students. Unum has just launched an annual survey for participating students so they can see the impact they may have made through Tech Night.

According to Roma, "Given the needs we and others face, Tech Night would be a huge success if we were able to attract a few new employees, and it would be a victory even if we just saw a small percentage of these students enter the field overall."


*KPR Readers...*

## Send Us Your News!

*The K-12 Partnership Report* reports on partnership and school foundation programs, proven practices, and news from across the industry. To do that, we need to hear from you and others: professionals who are willing to share their successes (and failures!) and let us know what's happening in your area.

To share an interesting case study, proven practice, or news on your organization, contact:

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# Three Ways to Tell if Your Foundation Is Ready for Planned Giving (and What to Do if You Are)

Should organizations like school foundations consider establishing planned giving programs? The answer is an unequivocal yes. Although the great recession generated some doubt, it now looks like Boston College researcher Paul Schervisch's predicted \$41 trillion intergenerational transfer of wealth should come to pass. According to Schervisch, this transfer could generate \$6 trillion for nonprofit organizations. Even if this estimate is overly optimistic, the nonprofit community's bounty will be substantial. It's an opportunity that should not be ignored.

## Three Critical Questions

We should also note that most planned gifts come through the provisions of a will – not complex trusts. The potential is enormous and the process is uncomplicated. How can you decide whether to invest time and money in planned giving? If a foundation can answer yes to all of the following questions, then it should probably start a planned giving program.

1. Do you have a strong base of individual supporters?
2. Do your donors have confidence that your foundation will be there when their planned gift matures?
3. Can you make the time to understand and promote a handful of planned giving options?

In the best of worlds, you will have numerous supporters who have given regularly for several years. Even with young foundations, retired teachers and staff can constitute a sufficiently committed support base. Given the way many people feel about helping youngsters learn, you might also find planned gift donors in the community at large.

As for confidence in your foundation's future, there's no substitute for a good track record. But again, foundations can generate confidence by showing that they have strong support from the superintendent.

While answers to the first two questions depend on external factors, the response to the third question is within your control. Will staff or volunteer leaders make the effort required to understand and promote a handful of options? That's for you to decide.

## What planned giving options should you promote?

If you answered all three questions affirmatively, what planned giving options should you promote? Here are some to consider:

- **Bequests:** Provisions in wills are popular with donors and simple to promote. Just remind your constituents that you accept bequests and direct prospective donors to their attorneys to establish them.
- **Beneficiary Designations:** Remind people that they can make your foundation the beneficiary of a life insurance policy, retirement plan, or bank account. Direct donors to the appropriate financial services provider to make the designation.
- **Life Insurance:** Donors can give a cash value life insurance policy and receive a charitable tax deduction or designate the foundation as a beneficiary. Direct donors to their insurance agent and their tax adviser.
- **Real Estate:** A supporter can give a residence and retain the right to live in it. Refer the donor to an attorney.
- **Charitable Gift Annuities (CGAs):** These CGAs provide a lifetime income stream, usually at a higher rate than the donor can earn elsewhere. Upon the donor's death, the remaining balance is available to the foundation. Although these are sophisticated instruments, their management can be outsourced to third-party administrators.
- **Charitable Pooled Fund:** Offered by leading mutual fund companies, these accounts provide a lifetime income stream and a tax deduction, with the remaining balance going to the foundation. Refer the donor to a financial advisor.

Some of these options entail sophisticated legal or financial transactions and all of them are handled by outside experts as opposed to foundation staff or volunteers. Independent research will allow you to develop a working knowledge of the simpler options or prepare yourself to promote the full range of offerings.

## How can you promote planned giving?

If you've established a planned giving program and decided what options to promote, what happens next? Start by placing the following phrase on your website and all communications: "Have you remembered the <Foundation Name Here> Education Foundation in your will?" Include check-off boxes for donors to request planned giving information on gift envelopes and acknowledgments. You can also place ads and donor testimonials on your website and in existing publications.

Be prepared to explain the gifts you promote. You don't need to have encyclopedic knowledge, just enough

to summarize and point donors to an appropriate expert. You do not need to recommend a specific accountant, attorney, or financial services provider to a donor. The donors need to select their own experts.

If you have the budget or can receive donated services for professional counsel and printing, you can develop planned giving promotional pieces and mailings. You might also establish a legacy society that hosts one or two events each year. If all you do is promote bequests, you will in time begin to reap the harvest of Dr. Schervisch's intergenerational transfer of wealth.

### About the Author

With more than 30 years' work in planned and major giving, Scott Lyons is currently President of Living Legacies Philanthropic Services. In addition to direct fundraising, his experience includes overseeing a project that helped 111 PBS stations develop planned and

major giving programs. Personally committed to public education, Scott serves on the Board of the Spotsylvania Education Foundation, and leads a Rotary Club project to help students make the transition to life after high school. You can reach him at [SLyons@LivingLegacies.net](mailto:SLyons@LivingLegacies.net) or (540) 322-1604.

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### Resource Links

American School Foundation Alliance  
[www.asfalliance.org](http://www.asfalliance.org)

Living Legacies Philanthropic Services  
[www.livinglegacies.net](http://www.livinglegacies.net)

## Research Roundup

*Recent reports and research summaries that can support your work*

Every professional in community/school engagement, whether new to the field or with years of experience, should have access to current resources that can guide your thinking and support your work. The following resources, all free and available online, provide invaluable information on community engagement, with an emphasis on career/college preparedness.

### Voices for the Common Good: America Speaks Out on Education

*United Way*

This is not the first report to state that we've reached a turning point in public education (see anything with "storm" or "tide" in the title); however, it may be the first to base that conclusion on interviews with parents and other community members, and not on politicians, CEOs, and other national figures.



This report, compiled with information from a national survey as well as a series of community roundtables, highlights the public's view that schools are not currently working, that they want to help; that they want more community involvement, particularly from the faith community; but that they feel disconnected from their schools and aren't sure how to help. The report concludes with a series of "take-away" highlights along with information on possible next steps for schools and their communities to pursue.

### Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success

*ACT*

Those interested in career and college preparedness (a group that includes most business and chamber leaders) know that ACT is one of the most reliable sources of analysis and guidance, a perspective that springs from its rich source of high school and postsecondary data sets.



In its latest report, ACT looks at a critically important issue: what does it take for a student to be ready for college, and given that knowledge, how can we increase the potential for underrepresented students (economically disadvantaged and racial/ethnic minority students) to be prepared to succeed in a postsecondary environment?

ACT reports that there are certain key indicators for success, including a rigorous core curriculum, extra math and science classes, additional career and college planning while in high school, and more. By focusing on these areas, educators can dramatically increase the level of preparedness of underserved students to reach, and complete, a postsecondary education.

When speaking at EEPC, Ranjit Sidhu of ACT noted that for partnerships to thrive, they needed to find areas where they could make specific and targeted contributions to student success. It seems as if this could be one of those areas.

## Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century

Harvard Graduate School of Education

Some reports make a particular impact on the discussion around public education; *Pathways to Prosperity* is one such report, cited frequently by policy experts and business and political leaders.

The report offers a sweeping view of the challenges we face, including the gap between the skills that students gain and the ones they need to secure a job, and clearly refute the “college for all” mantra, noting that despite our stated goals, just one in three students actually pursues and completes a college education.

The answer: taking a “multiple pathways” approach, one which includes a prominent role for career and technical education. They specifically call on employers to play a role in giving students exposure to the kinds of opportunities they might pursue, and cite programs such as the National Academy Foundation and US FIRST for the way they link businesses to students.

Will these ideas take hold? It isn't clear: “college for all” is a powerful mantra, regardless whether it is feasible or the right option for students. But if employers embrace the idea of reaching out to students, the vision has the potential to succeed.



## Efforts to Increase Students' Interest in Pursuing Mathematics, Science and Technology Studies and Careers

European Schoolnet

The US isn't the only country interested in improving STEM education outcomes; countries in Europe have also been active here, as evidenced by this report highlighting the efforts of countries in the European Commission's Math, Science, and Technology Cluster.

According to a survey of Cluster members, there is a shared understanding of the way forward on improving STEM performance: Priorities include modernizing pedagogical methods; enhancing the professional profile of teachers; ensuring transitions from secondary to tertiary level; promoting partnerships between schools, universities and industry; and improving female participation in MST studies and careers.

Of particular interest to *KPR* readers is the fact that public/private partnerships receive a significant level of attention in this strategy: Partnerships are discussed not only to provide students with career awareness and learning opportunities, but also to connect universities and research centers with schools to improve teaching strategies. The report also highlights coordinated efforts to introduce such partners.



# SCHOOL COMMUNICATION 101



- ✓ Emergency Notifications
- ✓ Employee Reminders
- ✓ Parent Reminders
- ✓ Absenteeism Notifications
- ✓ Sports Team Messages
- ✓ Club Fundraisers
- ✓ Bus Delays
- ✓ Back-To-School Reminders



## Calling Post

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**Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood**

MDRC

While this report is two years old, it has not received the attention it deserves in partnership circles: it is one of the few resources highlighting the positive impacts of the career academy model, one of the most successful partnership models in existence.



MDRC has been researching career academies for more than 15 years, and bases its findings on its rigorous long-term evaluation. Researchers found positive outcomes in multiple areas, including:

- Career academy students had a richer high school experience with more support from teachers and peers
- The Career Academies produced sustained earnings gains that averaged 11 percent (or \$2,088) more per year for Academy group members than for individuals in the non-Academy group
- The Career Academies produced an increase in the percentage of young people living independently

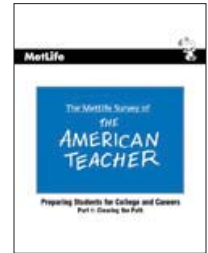
with children and a spouse or partner. Young men also experienced positive impacts on marriage and being custodial parents.

The report has much more of interest to partnership leaders, providing excellent support to those interested in launching or supporting a career academy.

**The MetLife Survey of the American Teacher**

MetLife

Now in its 26th year, this annual survey from the MetLife Foundation looks at various topics in public education. This year’s report looks at career and college preparedness, and includes a survey of business leaders in its results.



The largest single takeaway: educators and business executives look at the importance of, and status of, career and college preparedness very differently, with student and parent audiences siding with one or the other depending on the issue. For example, virtually all executives and parents believe that student achievement gain should be a factor in evaluating teacher effectiveness, while far fewer teachers believe that to be the case; on the other hand, teachers and parents believe that preparing diverse students with the highest needs should be schools’ top priority, at a far higher rate than the executive group.

Regardless of your orientation, this survey (available in two parts) offers important insights into the issue of career and college preparedness.

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- Conducting market analysis and leading strategic planning efforts, designing partnership initiatives, and building a partner recruitment program

If you want to revolutionize your partnership efforts, call us today:



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**Resource Links**

Voices for the Common Good: America Speaks Out on Education  
<http://liveunited.org/blog/entry/voices-for-the-common-good-america-speaks-out-on-education/>

Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success  
<http://www.act.org/research/policymakers/pdf/MindTheGaps.pdf>

Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century  
[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

Efforts to Increase Students’ Interest in Pursuing Mathematics, Science and Technology Studies and Careers  
[http://insight.eun.org/www/en/pub/insight/policy/policies/efforts\\_to\\_increase\\_students\\_.htm](http://insight.eun.org/www/en/pub/insight/policy/policies/efforts_to_increase_students_.htm)

Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, Transitions to Adulthood  
<http://www.mdrc.org/publications/482/full.pdf>

The MetLife Survey of the American Teacher, Parts I and II  
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