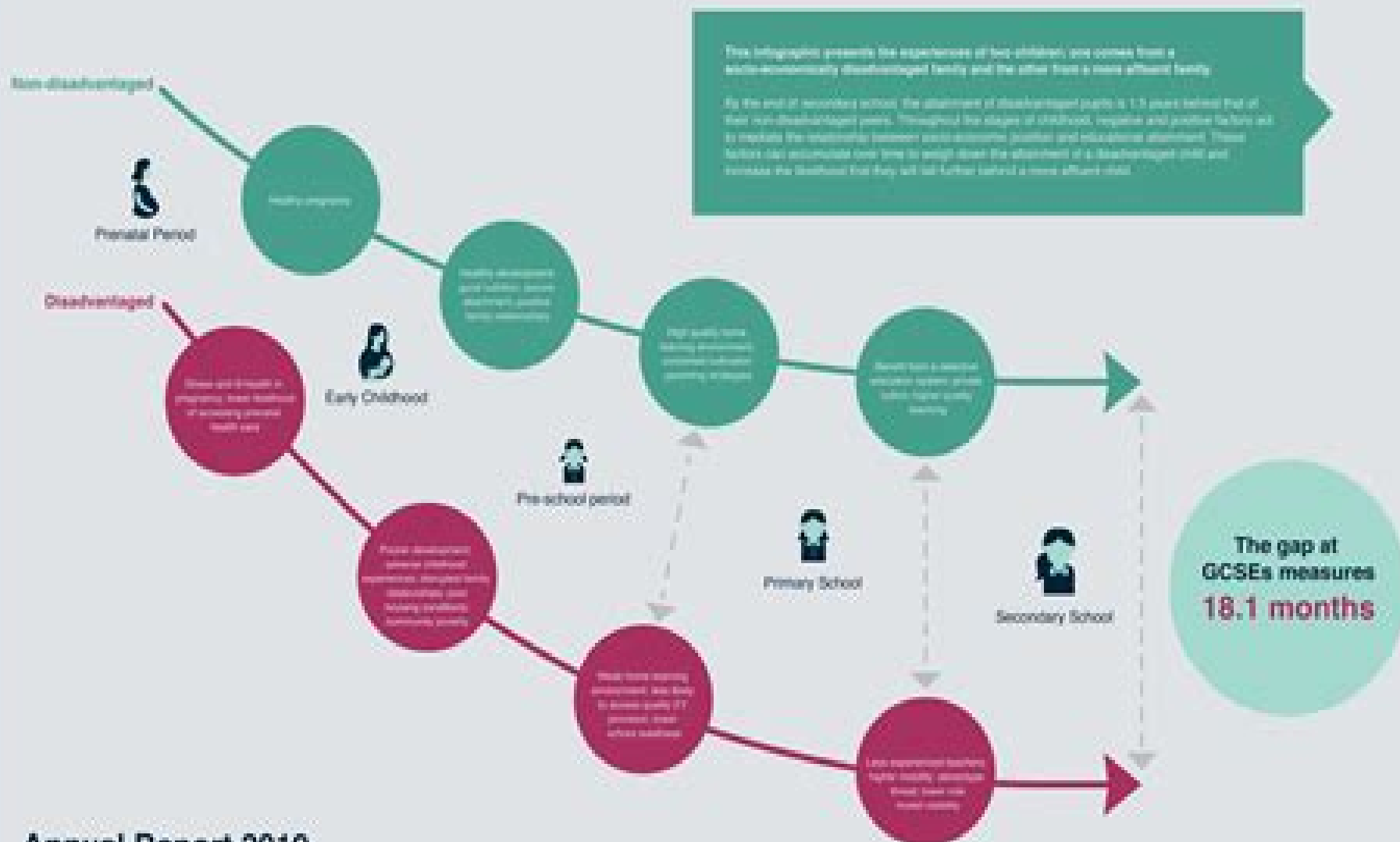


Determinants of the education disadvantage gap



Education Of The Disadvantaged

**United States. Office of Education.
Division of Elementary and Secondary
Education**



Education Of The Disadvantaged:

Education of the Disadvantaged A. Harry Passow, Miriam L. Goldberg, Abraham J. Tannenbaum, 1967 Education of the Disadvantaged United States. Office of Education, 1970 *Report of the National Advisory Council on the Education of Disadvantaged Children* National Advisory Council on the Education of Disadvantaged Children (U.S.), 1968 *National Conference on Education of the Disadvantaged* United States. Office of Education, 1966 **United States** Organisation for Economic Co-operation and Development, 1981 **Education for the Urban Disadvantaged** Committee for Economic Development, 1971 Of Findings And Recommendations Environment And The Success Of The School Preschooling And The Achievement Of Equality Functional Education For Careers Teachers Instructional Systems And Facilities New Concepts Of Accountability And Control Equalizing School Resources Research Development And Application Memoranda Of Comment Reservation Or Dissent **Equity and Quality in Education Supporting Disadvantaged Students and Schools** OECD, 2012-02-09 Across OECD countries almost one in every five students does not reach a basic minimum level of skills This book presents a series of policy recommendations for education systems to help all children succeed *Report of Conferences on Improving the Education of Disadvantaged Children*, Nov. 25 - 26, 1968, Dec. 2-3, 1968, Silver Spring, Md. and Dec. 11-12, 1968, Denver, Colorado United States. Office of Education, 1969 Educating Disadvantaged Children in the Elementary School Gertrude Minnie Lewis, Esther Murow, 1966 **Programs for the Educationally Disadvantaged** United States. Office of Education. Division of Elementary and Secondary Education, 1963 **Guidelines in Teaching the Disadvantaged** New York (State). Division of Education for the Disadvantaged, Hillis K. Idleman, 1973 **Study of Academic Instruction for Disadvantaged Students** Study of Academic Instruction for Disadvantaged Students (U.S.), Michael Sturgis Knapp, Brenda J. Turnbull, 1990 *Educating the Disadvantaged Child* National Advisory Council on the Education of Disadvantaged Children (U.S.), 1972 Annual Report to the President and the Congress - National Advisory Council on the Education of Disadvantaged Children National Advisory Council on the Education of Disadvantaged Children (U.S.), 19?? *Summer Education for Children of Poverty* National Advisory Council on the Education of Disadvantaged Children (U.S.), 1966 **Effective Compensatory Education Sourcebook: Effective educational practices in schools that serve disadvantaged students** Elizabeth R. Reisner, 1992 Office of Education Programs for the Disadvantaged United States. Office of Education. Office of Programs for the Disadvantaged, 1969 **Passing the Torch** Paul Attewell, David Lavin, Thurston Domina, Tania Levey, 2007-04-05 The steady expansion of college enrollment rates over the last generation has been heralded as a major step toward reducing chronic economic disparities But many of the policies that broadened access to higher education including affirmative action open admissions and need based financial aid have come under attack in recent years by critics alleging that schools are admitting unqualified students who are unlikely to benefit from a college education In *Passing the Torch* Paul Attewell David Lavin Thurston Domina and Tania Levey follow

students admitted under the City University of New York's open admissions policy tracking its effects on them and their children to find out whether widening college access can accelerate social mobility across generations Unlike previous research into the benefits of higher education *Passing the Torch* follows the educational achievements of three generations over thirty years The book focuses on a cohort of women who entered CUNY between 1970 and 1972 when the university began accepting all graduates of New York City high schools and increasing its representation of poor and minority students The authors survey these women in order to identify how the opportunity to pursue higher education affected not only their long term educational attainments and family well being but also how it affected their children's educational achievements Comparing the record of the CUNY alumnae to peers nationwide the authors find that when women from underprivileged backgrounds go to college their children are more likely to succeed in school and earn college degrees themselves Mothers with a college degree are more likely to expect their children to go to college to have extensive discussions with their children and to be involved in their children's schools All of these parenting behaviors appear to foster higher test scores and college enrollment rates among their children In addition college educated women are more likely to raise their children in stable two parent households and to earn higher incomes both factors have been demonstrated to increase children's educational success The evidence marshaled in this important book reaffirms the American ideal of upward mobility through education As the first study to indicate that increasing access to college among today's disadvantaged students can reduce educational gaps in the next generation *Passing the Torch* makes a powerful argument in favor of college for all

Education and Disadvantaged Children and Young People Mitsuko Matsumoto, 2013-08-15 Do street children go to school and if not why not What kind of education can be meaningful to young people affected by conflict The contributors explore groups of children and young people who have no or very limited educational opportunities in various contexts including Vietnam Ukraine the UK the USA and India They explore a number of educational initiatives that have contributed to improving the lives of disadvantaged children drawing on the perceptions and experiences of disadvantaged children and young people themselves Each chapter contains contemporary questions to encourage active engagement with the material and an annotated list of suggested reading to support further exploration

Leading Disadvantaged Learners David Middlewood, Ian Abbott, Roberto Pamas, 2021 Where schools working in adverse conditions are achieving outstanding learning outcomes what is it that these schools do to achieve these outcomes Are there common factors here which could apply everywhere or at least in the vast majority of circumstances Drawing on a range of research including interviews with children parents teachers and school leaders in rural and urban contexts in England Greece India Malaysia Seychelles South Africa Tanzania and the USA the authorship team explores these important questions The excitement and enthusiasm for and a commitment to learning in which every single person there was involved seems to underpin the achievement While this often sprang from the school's leaders who set the tone and were highly visible inspirations to everyone else leadership was

found at every level of these schools with people feeling empowered to lead and manage in the way that worked for their learners. The book is filled with case studies showcasing examples of children and young people who have overcome huge disadvantages in their lives and circumstances to achieve their potential at school. These children and young people are not super heroes but mostly children with normal abilities and talents who have succeeded thanks to highly effective work and strategies by leaders, teachers and staff in their schools. Whilst some of the obstacles which prevent disadvantaged children from achieving in education can only be removed through changing features of certain education systems themselves, there are clear identifiable strategies to be used and actions that can be taken in any school to raise the achievement of those children from disadvantaged contexts. After describing and analysing the causes and consequences of various kinds of disadvantage, the book puts forward key principles and shows how they underpin actions and strategies for leaders and others to apply in their schools at whole school, classroom and individual level.

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