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The District of Columbia Opportunity Scholarship Program

An Evaluation

The District of Columbia Opportunity Scholarship Program

An Evaluation

Nova Science Pub Incorporated **The District of Columbia School Choice Incentive Act of 2003, passed by Congress in January 2004, established the first federally funded, private school voucher program in the United States. The purpose of the new scholarship program was to provide low-income parents, particularly those whose children attend schools identified for improvement or corrective action with expanded opportunities to attend higher performing schools in the District of Columbia. More than 8,400 students have applied for what is now called the DC Opportunity Scholarship Program (OSP), and rigorous evaluation of the Program, mandated by Congress, has been underway. This book describes the impacts of the Program at least four years after families who applied and were given the option to move from a public school to a participating private school of their choice.**

Evaluation of the DC Opportunity Scholarship Program

impacts after three years : executive summary

DIANE Publishing

A Review and Assessment of the Use, Impact, and Accomplishments of Federal

Appropriations Provided to Improve the Education of Children in the District of Columbia

Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Eleventh Congress, First Session : Special Hearings, September 16, 2009, Washington, DC ; September 29, 2009, Washington, DC.

Improvement Opportunities for the Public Schools in the District of Columbia
Hearing Before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs, United States Senate, One Hundred Fifth Congress, First Session, April 17, 1997

Exploring the School Choice Universe

Evidence and Recommendations

IAP Exploring the School Choice Universe: Evidence and Recommendations gives readers a comprehensive, complete picture of choice policies and issues. In doing so, it offers cross-cutting insights that are obscured when one looks only at single issue or a single approach to choice. The book examines choice in its various forms: charter schools, home schooling, online schooling, voucher plans that allow students to use taxpayer funds to attend private schools, tuition tax credit plans that provide a public subsidy for private school tuition, and magnet schools and other forms of public school intra- and interdistrict choice. It brings together some of the top researchers in the field, presenting a comprehensive overview of the best current knowledge of these important policies. The questions addressed in *Exploring the School Choice Universe* are of most importance to researchers and policy makers. What do choice programs actually do? What forms do they take? Who participates, and why? What are the funding implications? What are the results of different forms of school choice on outcomes that matter, like student performance, segregation, and competition effects? Do they affect teachers' working conditions? Do they drive innovation? The contents of this book offer reason to believe that choice policies can further some educational goals. But they also suggest many reasons for caution. If choice policies are to be evidence-based, a re-examination is in order. The information, insights and recommendations facilitate a more nuanced understanding of school choice and provide the basis for designing sensible school choice reforms that can pursue a range of desirable outcomes.

A Plan for Evaluating the District of Columbia's Public Schools From Impressions to Evidence

National Academies Press The District of Columbia (DC) has struggled for decades to improve its public education system. In 2007 the DC government made a bold change in the way it governs public education with the goal of shaking up the system and bringing new energy to efforts to improve outcomes for students. The Public Education Reform Amendment Act (PERAA) shifted control of the city's public schools from an elected school board to the mayor, developed a new state department of education, created the position of chancellor, and made other significant management changes. A Plan for Evaluating the District of Columbia's Public Schools offers a framework for evaluating the effects of PERAA on DC's public schools. The book recommends an evaluation program that includes a systematic yearly public reporting of key data as well as in-depth studies of high-priority issues including: quality of teachers, principals, and other personnel; quality of classroom teaching and learning; capacity to serve vulnerable children and youth; promotion of family and community engagement; and quality and equity of operations, management, and facilities. As part of the evaluation program, the Mayor's Office should produce an annual report to the city on the status of the public schools, including an analysis of trends and all the underlying data. A Plan for Evaluating the District of Columbia's Public Schools suggests that D.C. engage local universities, philanthropic organizations, and other institutions to develop and sustain an infrastructure for ongoing research and evaluation of its public schools. Any effective evaluation program must be independent of school and city leaders and responsive to the needs of all stakeholders. Additionally, its research should meet the highest standards for technical quality.

Financial Services and General Government Appropriations for 2016

Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, One Hundred Fourteenth Congress, First Session

Congressional Record

Proceedings and Debates of the ... Congress

The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873)

The School Choice Journey

School Vouchers and the Empowerment of Urban Families

Springer This in-depth chronicle of 110 families in Washington, DC's Opportunity Scholarship Program provides a realistic look at how urban families experience the process of using school choice vouchers and transform from government clients to consumers of education and active citizens.

Evaluation of the DC Opportunity Scholarship Program

Summary of Experimental Impacts After Three Years

The District of Columbia School Choice Incentive Act of 2003, passed by the Congress in January 2004, established the first federally funded, private school voucher program in the United States. The purpose of the new scholarship program is to provide low-income parents, particularly those whose children attend schools identified for improvement or corrective action under the Elementary and Secondary Education Act, with "expanded opportunities to attend higher performing schools in the District of Columbia" (Sec. 303). As part of this legislation, the Congress mandated a rigorous evaluation of the impacts of the Program, now called the DC Opportunity Scholarship Program (OSP). This paper presents findings from the evaluation on the impacts 3 years after families who applied were given the option to move from a public school to a participating private school of their choice. (Contains 12 tables, 2 figures and 25 footnotes.) [This paper was prepared for School Choice and School Improvement: Research in State, District and Community Contexts.].

United States Statutes at Large

Volumes for 1950-19 contained treaties and international agreements issued by the Secretary of State as United States treaties and other international agreements.

A Budget for a Better America

Promises Kept. Taxpayers First : Fiscal Year 2020 Budget of the U.S. Government

Journal of the House of Representatives of the United States

Some vols. include supplemental journals of "such proceedings of the sessions, as, during the time they were depending, were ordered to be kept secret, and respecting which the injunction of secrecy was afterwards taken off by the order of the House."

The Budget of the United States Government

Appendix

Budget of the United States Government

Appendix

Evaluation of the DC Opportunity Scholarship Program

Impacts After Two Years

International Scholarships in Higher Education

Pathways to Social Change

Springer This book explores the multiple pathways from scholarships for international study to positive social change. Bringing together studies from academic researchers, evaluators and program designers and policymakers from Africa, Asia, Latin and North America, Europe, and Australia, the book compiles the latest research and analysis on the policy, practice, and outcomes of international scholarship programs. Contributions examine the broad trends in sponsored overseas study, program design considerations, the dynamics of the immediate post-scholarship period and the impact of scholarships on international education and development. Particular attention is focused on assessment and evaluation, the complexities of selecting awardees, the dynamics of returning home and concerns about brain drain and the state of knowledge and research on long-term outcomes of international scholarships with social change aims.[nt>](#)

Evaluation of the DC Opportunity Scholarship Program

Second Year Report on Participation

District of Columbia Opportunity Scholarship Program

Additional Policies and Procedures Would Improve Internal Controls and Program Operations

Createspace Independent Publishing Platform Act created the first private kindergarten-through-grade-12 school-choice program supported by federal funds. The program was named the D.C. Opportunity Scholarship Program (OSP). GAO was asked to assess the (1) accountability mechanisms governing the use of funds, (2) results of the grantee's efforts to meet the program's recruiting priorities and eligibility requirements and inform parents of their choices, and (3) extent that the evaluation of OSP reflects statutory requirements and the implementation of the program supported the detection of useful and generalizable findings. To assess the program, GAO analyzed financial, program, and evaluation data. GAO did not assess the performance of participating private schools nor did GAO evaluate the impact of the program.

Financial Assistance by Geographic Area

Region III, Philadelphia, Penna

Evaluation of the DC Opportunity Scholarship Program

Impacts After One Year. NCEE 2017-4022

The District of Columbia Opportunity Scholarship Program (OSP) was created by Congress to provide tuition vouchers to low-income parents who want their child to attend a private school. The Scholarships for Opportunity and Results (SOAR) Act of 2011 also mandated an evaluation of the OSP program. This report examines impacts one year after eligible families applied to the program on outcomes such as student achievement, satisfaction with schools, perceptions of school safety, and parent involvement. The program selected students to receive scholarships using a lottery process in 2012, 2013, and 2014, which allows for an experimental design that compared outcomes for a treatment group (995 students selected through the lottery to receive offers of scholarships) and a control group (776 students not selected to receive offers of scholarships). Approximately 30 percent of students offered scholarships did not use them, so the evaluation examines both the impacts of being offered and the impacts of using scholarships. Key findings include: (1) After one year, the OSP had a statistically significant negative impact on the mathematics achievement of students offered or using a scholarship; and (2) The program did not have a statistically significant impact on parents' or students' general satisfaction with the school the child attended in that first year. The following are appended: (1) Lottery Structure, Study Sample, and Impact Findings; (2) Technical Approach; and (3) Additional Analyses.

Budget of the United States Government Fiscal Year 2015

Appendix

Government Printing Office Presents detailed information on individual programs and appropriation accounts that constitute the budget. Includes for each Government department and agency the text of proposed appropriations language, budget schedules for each account, new legislative proposals, and explanations of the work to be performed and the funds needed, and proposed general provisions applicable to the appropriations of entire agencies or groups of agencies.

Financial Assistance by Geographic Area

Region III, Philadelphia, Penna

District of Columbia Opportunity Scholarship Program

Additional Policies and Procedures Would Improve Internal Controls and Program

Operations. Report to Congressional Requesters. GAO-08-9

The D.C. School Choice Incentive Act created the first private kindergarten-through-grade-12 school-choice program supported by federal funds. The program was named the D.C. Opportunity Scholarship Program (OSP). The United States Government Accountability Office (GAO) was asked to assess the (1) accountability mechanisms governing the use of funds; (2) results of the grantee's efforts to meet the program's recruiting priorities and eligibility requirements and inform parents of their choices; and (3) extent that the evaluation of OSP reflects statutory requirements and the implementation of the program supported the detection of useful and generalizable findings. To assess the program, GAO analyzed financial, program, and evaluation data. GAO did not assess the performance of participating private schools nor did GAO evaluate the impact of the program. The GAO recommends that the Secretary of Education should direct the grantee to improve internal controls, continue to integrate its financial systems, improve monitoring, and provide accurate information to parents. The Secretary and the Mayor of the District of Columbia should ensure participating schools are in compliance with District requirements. The Secretary should ensure that programs are implemented in accordance with any required evaluation. The entities providing comments on this report generally agreed with GAO's recommendations but disagreed with many findings. The following are appended: (1) Scope and Methodology; (2) Laws Authorizing Related Voucher Programs; (3) Comments from the Office of the Mayor of the District of Columbia; (4) Comments from the Department of Education; (5) Comments from the Washington Scholarship Fund; and (6) Contacts and Staff Acknowledgment. (Contains 10 tables and 26 footnotes.) [This report was produced by the US Government Accountability Office.].

Evaluation of the DC Opportunity Scholarship Program

Impacts After One Year. NCEE 2007-4009

School choice remains an important part of the national discussion on education reform strategies and their benefits. While a variety of policies encourage parents' selection of schools for their children--for example, charter schools, magnet schools, and district open enrollment--scholarships that allow students to attend a private school have received the most attention. The U.S. Congress' passage of the District of Columbia School Choice Incentive Act of 2003 in January 2004 provided a unique opportunity not only to implement a system of private school choice for low-income students in the District, but also to rigorously assess the effects of the Program on students, parents, and the existing school system. This report describes the first-year impacts of the Program on those who applied for and were given the option to move from a public school to a participating private school of their choice. The report contains the following key findings: (1) No evidence of a statistically significant difference in test scores between students who were offered an OSP scholarship and students who were not offered a scholarship; (2) The program had a consistently positive impact on parent satisfaction and their perceptions of school safety; (3) Students who were offered OSP scholarships did not report being more satisfied with school or feeling safer in school than those without access to scholarships; and (4) This same pattern of findings holds when the analysis is conducted to determine the impact of using a scholarship rather than being offered a scholarship, taking into account the approximately 20 percent of students who were offered but chose not to use their scholarships the first year. Following an executive summary, this report divides into five sections: (1) Introduction; (2) Early Implementation of the Program and the Sample for the Impact Analysis; (3) Research Methodology; (4) Impact of Being Awarded a Scholarship, One Year After Application; and (5) The Effects of OSP [DC Opportunity Scholarship Program] Scholarship Use and Private Schooling. Appendices include: (1) Comparison of Public School Students Entering Grades K-5, Cohorts 1 and 2; (2) Study Power; (3) Treatment of Observations with Incomplete Test Score Data; (4) Construction of Parent and Student Satisfaction Scales; (5) Imputation for Missing Baseline Covariates; (6) Calculation of Sampling and Non-Response Weights; (7) Additional Detail on the Analytic Methods for Estimating the Impact of Using a Scholarship and of Attending a Private School; (8) Detailed ITT ["intent-to-treat" approach] Tables; (9) Parent and Student Safety and Satisfaction--Detailed Tables; and (10) Benjamini-Hochberg Adjustments for Multiple Comparisons for the Disaggregated Index Items. (Contains 69 tables and 15 figures.) [This report was prepared by the National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.].

Resources in Education

Departments of Transportation and Housing and Urban Development, and Related Agencies Appropriations Act, 2010

Conference Report (to Accompany H.R. 3288).

Research in Education

Catalog of Federal Domestic Assistance

Identifies and describes specific government assistance opportunities such as loans, grants, counseling, and procurement contracts available under many agencies and programs.

Clearinghouse Review

Journal of the House of Representatives of the United States

Some vols. include supplemental journals of "such proceedings of the sessions, as, during the time they were depending, were ordered to be kept secret, and respecting which the injunction of secrecy was afterwards taken off by the order of the House".

Scholarships, Fellowships and Loans

A Guide to Education-related Financial Aid Programs for Students and Professionals

Gale Cengage This annually updated resource provides more than 3,700 sources of education-related financial aid and awards at all levels of study.

Financial Assistance by Geographic Area

Region IX, San Francisco, California

Scholarships, Fellowships, and Loans

The Quantified Scholar

How Research Evaluations Transformed the British Social Sciences

Columbia University Press Since 1986, the British government, faced with dwindling budgets and growing calls for public accountability, has sought to assess the value of scholarly work in the nation's universities. Administrators have periodically evaluated the research of most full-time academics employed in British universities, seeking to distribute increasingly scarce funding to those who use it best. How do such attempts to quantify the worth of knowledge change the nature of scholarship? Juan Pablo Pardo-Guerra examines the effects of quantitative research evaluations on British social scientists, arguing that the mission to measure academic excellence resulted in less diversity and more disciplinary conformity. Combining interviews and original computational analyses, *The Quantified Scholar* provides a compelling account of how scores, metrics, and standardized research evaluations altered the incentives of scientists and administrators by rewarding forms of scholarship that were closer to established disciplinary canons. In doing so, research evaluations amplified publication hierarchies and long-standing forms of academic prestige to the detriment of diversity. Slowly but surely, they reshaped academic departments, the interests of scholars, the organization of disciplines, and the employment conditions of researchers. Critiquing the effects of quantification on the workplace, this book also presents alternatives to existing forms of evaluation, calling for new forms of vocational solidarity that can challenge entrenched inequality in academia.

Evaluation of the DC Opportunity Scholarship Program

Features of Schools in DC. NCEE Evaluation Brief. Third Report in a Series for the Evaluation of the DC Opportunity Scholarship Program. NCEE 2016-4007

The foundation of school choice is offering families a variety of schools and letting them choose one they believe is most suitable for their child. For school choice to matter, schools need to have different features that parents are seeking. The District of Columbia Opportunity Scholarship Program was created by Congress to provide tuition vouchers to low-income parents who want their child to attend a private school. This brief provides a snapshot of features of traditional public schools, charter schools, and those private schools that participate in the Opportunity Scholarship Program (OSP), in Washington, DC, in order to describe the landscape facing students and parents who are considering applying to the OSP. It first looks at the number of each type of school and enrollment changes in the last decade. It then uses responses from a survey of principals conducted in 2014 to describe schools on dimensions such as their academic climate, goals for teachers, instructional programs, school safety, and parent involvement. Key findings are: (1) Since 2004, the number of charter schools in DC and the number of students enrolled in them has grown substantially. The number of traditional public schools and private schools and their enrollments have declined; (2) Responses from principals indicate that, compared to public schools (traditional public and charters), private schools participating in the OSP: (a) Were more likely to report that student behavior, student motivation, parental support for learning, and instructional skills of teachers were excellent or very good; (b) Were less likely to suspend students, use metal detectors, and have on-site security personnel; (c) Taught reading and math for fewer minutes a week across grade levels; (d) Were less likely to have instructional programs for non-English speakers and students with learning disabilities; and (e) Had similar instructional emphases and levels of parent involvement; and (3) Generally, traditional public schools and charter schools showed few differences, but traditional public school principals were less satisfied with the amount of instructional time and more satisfied with teacher pay. The following are appended: (1) Technical Appendix; (2) Total School and Enrollment Data Underlying Figures 1 and 2; (3) Tables Using Weighted Data; and (4) Tables Using Unweighted Data. [For the second report in this series, "Applying to the DC Opportunity Scholarship Program: How Do Parents Rate Their Children's Current Schools at Time of Application and What Do They Want in New Schools? NCEE Evaluation Brief. NCEE 2016-4003," see ED565616.].

Dickinson law review

Abstracts of Research and Related Materials in Vocational and Technical Education

This publication provides combined cumulative indexes to Abstracts of instructional materials in vocational and technical education (AIM) and Abstracts of research and related materials in vocational and technical education (ARM).

New England Law Review: Volume 49, Number 3 - Spring 2015

Quid Pro Books The New England Law Review offers its issues in convenient digital formats for e-reader devices, apps, pads, and phones. This third issue of Volume 49 (Spr. 2015) features an extensive and important Symposium on "Educational Ambivalence: The Story of the Academic Doctorate in Law," presented by leading scholars on the subject. Contents include: "Educational Ambivalence: The Rise of a Foreign-Student Doctorate in Law," by Gail J. Hupper "The Context of Graduate Degrees at Harvard Law School Under Dean Erwin N. Griswold, 1946-1967," by Bruce A. Kimball "Perspectives on International Students' Interest in U.S. Legal Education: Shifting Incentives and Influence," by Carole Silver "A Future for Legal Education," by Paulo Barrozo In addition, Issue 3 includes these extensive student contributions: Note, "The Transgender Eligibility Gap: How the ACA Fails to Cover Medically Necessary Treatment for Transgender Individuals and How HHS Can Fix It," by Sarah E. Gage Note, "Breaking the Cycle of Burdensome and Inefficient Special Education Costs Facing Local School Districts," by Alessandra Perna Comment, "Scream Icon: Questioning the Fair Use of Street Art in *Seltzer v. Green Day, Inc.*," by Shannon Hyle Quality digital formatting includes linked notes, active table of contents, active URLs in notes, and proper Bluebook citations.