

1. Record Nr.	UNINA9910826428103321
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Titolo	The attainment agenda : state policy leadership in higher education // Laura W. Perna, Joni E. Finney ; foreword by Patrick M. Callan
Pubbl/distr/stampa	Baltimore, Maryland : , : Johns Hopkins University Press, , 2014 ©2014
ISBN	1-4214-1407-4
Descrizione fisica	1 online resource (324 p.)
Classificazione	EDU015000
Disciplina	378.73
Soggetti	Higher education and state - United States - States Education, Higher - United States - States Educational attainment - United States - States School management and organization - United States - States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""Foreword""; ""Acknowledgments""; ""1 Improving Higher Education Attainment of All Students: A National Imperative""; ""2 Understanding the Relationship between Public Policy and Higher Education Performance: Guiding Perspectives""; ""3 Examining the Relationship between Public Policy and Performance in Five States: What We Did""; ""4 Perpetuating Disparity: The Performance and State Policies of Higher Education in Georgia""; ""5 A Story of Decline: The Performance and State Policies of Higher Education in Illinois"" ""6 Much Accomplished, Much at Stake: The Performance and State Policies of Higher Education in Maryland""""7 Hard Choices Ahead: The Performance and State Policies of Higher Education in Texas""; ""8 State Policy Leadership Vacuum: The Performance and State Policies of Higher Education in Washington""; ""9 Lessons Learned: Conclusions and Implications""; ""Notes""; ""References""; ""Index""; ""A""; ""B""; ""C""; ""D""; ""E""; ""F""; ""G""; ""H""; ""I""; ""J""; ""K""; ""L""; ""M""; ""N""; ""O""; ""P""; ""Q""; ""R""; ""S""; ""T""; ""U""; ""V""; ""W""
Sommario/riassunto	"While the federal government seeks to promote educational attainment and equity through its extensive investment in student financial aid,

states have primary responsibility for policies that affect the educational attainment of their populations. Despite the centrality of state policy, however, we know relatively little about the relationship between state policy and these outcomes. This book addresses this knowledge gap. Drawing on data collected from descriptive case studies of the relationship between public policy and higher education performance in five states (Georgia, Illinois, Maryland, Texas, and Washington), this book offers a more complete conceptual framework for understanding how state public policy can promote educational attainment. The resulting framework has five central tenets that help us understanding how to improve overall educational attainment and increase equity in that attainment. At its core, the model assumes that higher education performance is determined by effective state policy leadership for higher education. The book also illustrates the need for state policies that reduce the cumulative negative implications of policies that perpetuate differences in educational outcomes across groups and that proactively address the barriers that limit educational attainment for underachieving groups. This book has important implications for public policymakers, college and university leaders, educational researchers and others who are interested in understanding how public policy can improve educational attainment and equity in attainment across groups"--
