



2017 Brock International
Prize in Education Nominee

Karl Alexander

Nominated by John Sipple

Karl Alexander, PhD

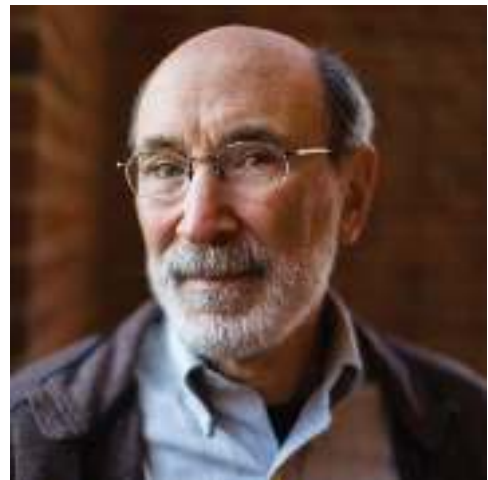
Emeritus John Dewey Professor of Sociology
Johns Hopkins University.

Nominated by John W. Sipple, PhD, Development Sociology, Cornell University

I am most honored and pleased to formally nominate Prof. Karl Alexander for the Brock International Prize in Education. Karl represents all that is good about the integration of academic research, true community engagement and service, and astounding impact across the United States and beyond in both the professional practice of public education and educational and community research. In short, Karl's work over the past 30 years has fundamentally shaped the public's understanding of the role of children's environments in which they grow up. It would be hard to find an educator who is not familiar with the basic findings of Karl and his team, whether they know Karl's name or not. They know of "summer setback" or "summer slide", the importance of summer learning opportunities, the strong relationship between a child's local environment and school performance, and the struggle to realize more equal outcomes between poor, middle, and upper class children.

Karl's work has been foundational, and...

- Upon which hundreds of scholars and researchers have built their research agendas.
- Upon which thousands, if not millions of educators have made decisions on school organization, school calendars, as well as summer, before and after school, and early education programs.
- Upon which policymakers (local, state, and federal) have been pressed to confront deep-seated and persistent inequalities through the reallocation of scarce resources and priorities



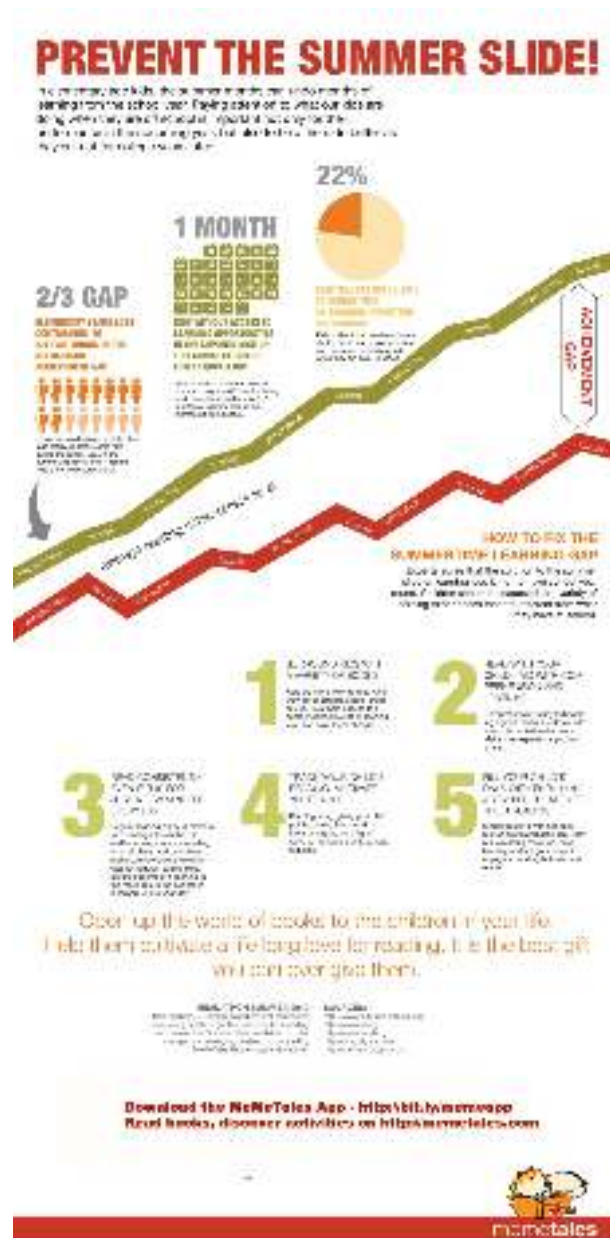
Karl L. Alexander is the emeritus John Dewey Professor of Sociology at Johns Hopkins University. His work (most recently *The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood*; Russell Sage Foundation, 2014) has served to crystalize the concepts of home vs. school effects and "Summer Setback" on our understanding of children's differential academic and life course success. Along with his colleague Doris Entwistle and hundreds of students (Graduate students at Johns Hopkins and Baltimore City school students alike) and practitioners, they described, delineated, and analyzed the path from beginning school experiences of children in Baltimore to their places in the workforce and society. By thoughtfully documenting the experiences and outcomes in and out of school for poor, middle class, minority and majority children, we now have a greatly enhanced understanding of how schools work and the powerful impact of community and family on childhood and adult outcomes. School systems across the country now commonly debate the merits of time in- vs. time out- of school. Whether the policy debate is summer school, year round

schools, extended vacations, after school programs, the work of Karl Alexander is having a profound impact on contemporary school and community decisions.

In his own words, Karl describes his research agenda:

My research tries to understand why some children, and some kinds of children, are more successful in school than others and how this affects them later in life. I am particularly interested in the role schools play in society's system of stratification, and how youngsters perform in school is an important part of the picture. Patterns of social inequality from generation to generation in large measure are maintained through the educational system. Children from disadvantaged family circumstances don't perform as well academically as do those from more advantaged families, and later, when they embark on careers or seek employment, their academic qualifications and credentials carry less value. This helps perpetuate historic patterns of advantage and disadvantage. "Success" in school can mean many things, but my work deals mainly with persistence in the school system (i.e., staying in school), academic performance, self-attitudes in the student role, and children's goals for the future (e.g., educational and occupational aspirations). Through survey studies of school age-youngsters, I try to identify features of the home, of the school, and of the individual that seem to promote or impede positive school adjustment.

My work generally adopts a social-psychological, life-course perspective. In broad terms, it explores how aspects of personal development that are relevant to school success respond to influences at home and at school, and to the intersection of experiences across these two institutional contexts. The main data base I've been working with in recent years is the Beginning School Study, which since 1982 has been monitoring the personal and academic development of a large, representative sample of youngsters who began first grade that year in 20 Baltimore City Public Schools. An ongoing study, the BSS now is in its 18th year and in 1999 we successfully re-interviewed 80% of the original group



as young adults (age 23 - 24). I'm presently working on the question of high school dropout. Forty-two percent of the BSS cohort left school without degrees. My research tries to identify early precursors of dropout back as far as first grade and tries to understand the impact of this decision for their later life prospects.

I offer comments from a small number of esteemed scholars on the impact of Karl's work.

More than three decades ago, Karl Alexander recognized the importance of summers and summer learning for our understanding of the achievement gaps that separate more- and less-advantaged children. Analytically, summers as a period when children were not exposed to school became a vehicle for understanding the equalizing effects of schooling on children's lives. Pragmatically, the importance of summer learning provided momentum to the development of high-quality out-of-school time programs, and organizations such as the National Summer Learning Association, founded by one of Karl's former students, and in which he has played a leadership role.

I had the privilege of studying with Karl as a doctoral student, and I observed several exemplary habits of mind that I've tried to emulate: (a) being open-minded, and willing to follow where the evidence leads, regardless of a personal ideology; (b) choosing topics of study that were both personally meaningful and of interest to a broader scholarly or public community; and (c) always offering a helping hand to scholars early in their careers. These habits have rubbed off on others like me, and have strengthened the sociological study of education in the U.S.A.

— Aaron M. Pallas, Arthur I. Gates Professor of Sociology and Education, Teachers College, Columbia University

The Beginning School Study, led by Karl Alexander, is a remarkable study. Not only did it generate important new knowledge that has shaped policy, from the consequences of grade retention to the provenance of the summer learning gap, it set the agenda for the science of education research itself. The Beginning School Study became the template for all subsequent studies of the long-term consequences of differences in K-6 schooling.

— Stephen L. Morgan, Bloomberg Distinguished Professor of Sociology and Education, Johns Hopkins University

Karl Alexander's work has influenced an entire generation of scholarship in the sociology of education. For decades, Dr. Alexander's work has addressed the most pressing questions



relating to the experiences of students during their school years, and the lasting effects of those school contexts into adulthood. Dr. Alexander's work brought early childhood to the forefront of the school effects literature far before it was commonplace to recognize that inequalities in early schooling are far-reaching and stubborn. His most recent work is perhaps his most ambitious. Incorporating 25 years of longitudinal data, the careful analyses presented in the Long Shadow have provided some of the most compelling evidence yet showing the powerful link between children's environments and their eventual adult outcomes. Dr. Alexander's work will be influential for years to come because it addresses questions at the core of the sociological tradition.

— Kendra Bischoff, Assistant Professor of Sociology, Cornell University

A debate was prominent during Karl Alexander's professionally formative years (and mine) couched in terms of "Rigor vs. Vigor." Should scholars' primary commitment be to the standards of their discipline or to the personal and political commitments that motivate their inquiries? Karl exemplifies the ideal resolution of that false dichotomy. He is clearly dedicated both to understanding the sources of inequality in our society and to learning how to combat them. He manifests that dedication by the topics he chooses to study and by conducting research on them that is theoretically grounded and methodologically sophisticated. The topic on which I believe his work has had the greatest impact is summer setback, which has entered the lexicon of educators and parents. Recognition that what happens and doesn't happen during school vacation has a powerful impact on disparities in achievement has generated many changes in practice, from supplemental summer programs to changes in school schedules.

— Stephen F Hamilton, Professor Emeritus, Cornell University
Emeritus Dean, High Tech High Graduate School of Education, San Diego, CA



*Karl Alexander's tireless and passionate pursuit to uncover social truths that often lay beneath the surface but have enormous impacts on individuals' lives is made clear by his lifetime of research and social advocacy. For example, his work on the summer learning gap shed light on a possible mechanism for explaining educational achievement gaps and provided policy makers and educators with a clear vision of what could be done to ameliorate these inequalities, such as providing resources for disadvantaged students when at home for the summer. The landmark Beginning School Study, which Alexander led alongside Barbara Entwisle for over 20 years, facilitated much of the landmark findings of Alexander's career and culminated with an exposition of the impact that family, education, and neighborhood conditions early on in life can have on the life-chances of a cohort of Baltimore youth in their book, *The Long Shadow: Family**

Background, Disadvantaged Urban Youth, and the Transition to Adulthood (Russell Sage Foundation, 2014).

— Steven Alvarado, Assistant Professor of Sociology, Cornell University

While he is best known for this aforementioned work, Karl has not grown complacent in retirement. In partnership with Baltimore schools and community leaders, he is leading an effort to launch a school improvement initiative called *The Thurgood Marshall Alliance*. It is centered on diversity and equity in Baltimore's public schools (see below for an overview).

The Thurgood Marshall Initiative is, in Karl's words, "altogether an exercise in applied sociology." I call it a labor of love for a community that he has been inextricably linked for his entire adult life: An academic, professional and personal commitment to empower schools and the communities they serve to finally serve children from all backgrounds in integrated and equitable settings. He has long worked to understand why inequality of opportunity and outcomes persist, and he is now working to design a suite of wraparound services for participating schools that commit to this principle: *poor and minority children who are segregated in high-poverty schools apart from others are disadvantaged educationally and in their later life prospects. So too are the non-poor and non-minority children who are separated from them. Through their experience of diversity, children who attend Alliance schools will be better prepared for tomorrow's world.*

Schools participating in the *Thurgood Marshall Initiative* "pledge to follow a set of core principles and practices, including:

- *Setting an enrollment goal that is majority or near majority middle class with the balance low income and no single race/ethnicity comprising more than 60% of the enrollment;*
- *Prioritizing inclusive educational programming, so that the school's diversity infuses each child's daily experiences;*
- *Providing holistic student supports, including health and mental health services and both afterschool and summer learning opportunities;*
- *Committing to serve all children, including those with special needs and those for whom English is a second language.*

In looking at this promising new initiative, one can easily see it is based on common and well understood tenets of vibrant and productive communities and schools - the basis of Karl's work since the 1970's. These tenets seem logical, recognizable and well-understood.

They are logical, recognizable and well understood to educators, researchers, parents, healthcare providers, social workers, and community leaders, because of the important and long-lasting work of Prof. Karl Alexander.

MARSHALLIANCE



The Thurgood Marshall Alliance

Strengthening Schools and Communities through Diversity

The Thurgood Marshall Alliance was founded in 2015 by Dr. Karl Alexander to assist Baltimore schools that are committed to economic and racial diversity. Children attending Alliance schools will experience authentic integration that breaks through traditional barriers and helps children of all backgrounds thrive in their academic and social development. Toward those ends, the Alliance will support its member schools with outreach and communications support to meet enrollment targets, technical support for implementing best practices in their educational programming, and supplemental resources for family wraparound services (e.g., health screening) and extended time learning opportunities. Alliance schools will be welcoming places with strong academic programming; they will provide the kind of educational experience all of Baltimore's children deserve.

The Alliance is named in honor of Justice Thurgood Marshall, the first African-American to serve on the U.S. Supreme Court. A graduate of Frederick Douglass High School in Baltimore City, Marshall attended the Howard University Law School, having been discouraged from applying to the then-segregated University of Maryland Law School. As head of counsel for the NAACP Legal Defense Team, Marshall argued the 1954 Brown desegregation case before the Supreme Court. In declaring the Southern states' dual school system to be unconstitutional, the Court held that: "Separate educational facilities are inherently unequal."

Karl Alexander, Director

Eric Rice, Associate Director

Advisory Board

Muriel Berkeley, Baltimore City School Board

Yindra Cotman-Dixon, President, Federal Hill Prep School-Family Council

Bill Ferguson, State Senator, Baltimore 46th Legislative District

Kenneth Jones, CFO, Annie E. Casey Foundation

Richard Kahlenberg, Senior Fellow, The Century Foundation

Roslyn Mickelson, Chancellor Professor of Sociology, UNC-Charlotte

Wes Moore, Founder and CEO, BridgeEdU

Gary Orfield, Director, UCLA Civil Rights Project

Halley Potter, Fellow, The Century Foundation

Wendy Samet, Executive Director, The Middle Grades Partnership

Craig Spilman, Academic Director, Creative City Public Charter School

Ruth López Turley, Director, Houston Education Research Consortium

Karolyn Tyson, Professor of Sociology, UNC-Chapel Hill

D. Watkins, Essayist and Author, *The Beast Side*

Dominic Wiker, Development Director, the Time Group

The Alliance subscribes to that same principle: poor and minority children who are segregated in high-poverty schools apart from others are disadvantaged educationally and in their later life prospects. So too are the non-poor and non-minority children who are separated from them. Through their experience of diversity, children who attend Alliance schools will be better prepared for tomorrow's world.

The Alliance will partner with schools—public and private; traditional and charter—that pledge to follow a set of core principles and practices, including:

- Setting an enrollment goal that is majority or near majority middle class with the balance low income and no single race/ethnicity comprising more than 60% of the enrollment;
- Prioritizing inclusive educational programming, so that the school's diversity infuses each child's daily experiences;
- Providing holistic student supports, including health and mental health services and both afterschool and summer learning opportunities;
- Committing to serve all children, including those with special needs and those for whom English is a second language.

The Alliance is in the process of forging the many partnerships required to effectively provide its services. It will launch in the 2017–18 school year with no more than three school affiliates. Beginning in 2018–19, it will partner with interested schools throughout Baltimore City.

Leading Education Groups Support the Marshall Alliance Concept:

Baltimore Education Research Consortium
Baltimore Community Foundation
Downtown Baltimore Family Alliance
Evergreen Health Co-Op
Family League of Baltimore City
Fund for Educational Excellence
Higher Achievement

Johns Hopkins Center for Prevention & Early Intervention
Johns Hopkins Urban Health Institute
Johns Hopkins University School of Education
National Summer Learning Association Strong City Baltimore
United Way of Central Maryland

For more information about The Thurgood Marshall Alliance, please contact

Karl Alexander at 410-701-0775 or karl.MarshallAlliance@jhu.edu

<http://marshallalliance.org>

Additional Resources:

- **Central publications with citation numbers from Google Scholar:**

Entwisle, D., & Alexander, K. (1992). Summer Setback: Race, Poverty, School Composition, and Mathematics Achievement in the First Two Years of School. *American Sociological Review*, 57(1), 72-84. Retrieved from <http://www.jstor.org/stable/2096145> (cited 545 times)

Alexander, K., Entwisle, D., & Horsey, C. (1997). From First Grade Forward: Early Foundations of High School Dropout. *Sociology of Education*, 70(2), 87-107. doi:1. Retrieved from <http://www.jstor.org/stable/2673158> doi:1 (cited 1002 times)

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2001). Schools, achievement, and inequality: A seasonal perspective. *Educational evaluation and policy analysis*, 23(2), 171-191. (cited 534 times)

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(2), 167-180. (cited 510 times)

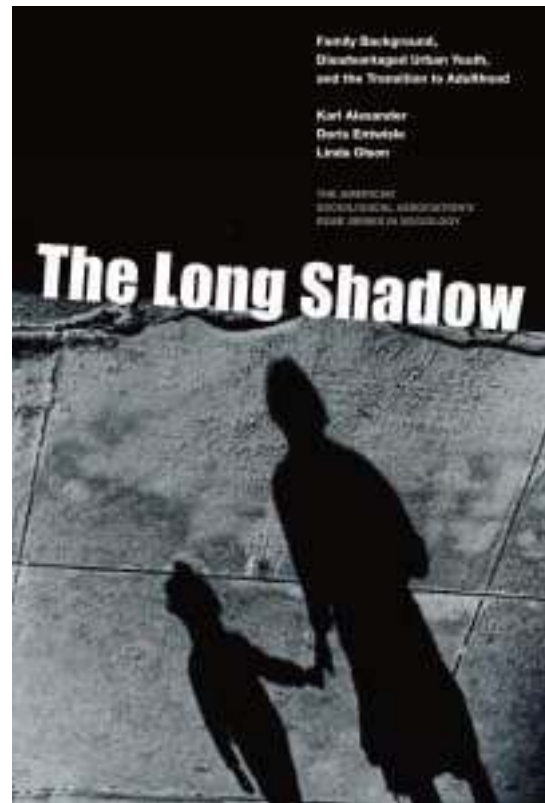
- **Karl's recent book.**

Alexander, K. L., Entwisle, D. R., & Olson, L. Steffel. (2014). *The long shadow : family background, disadvantaged urban youth, and the transition to adulthood*. New York, New York: Russell Sage Foundation.

West Baltimore stands out in the popular imagination as the quintessential “inner city”—gritty, run-down, and marred by drugs and gang violence. Indeed, with the collapse of manufacturing jobs in the 1970s, the area experienced a rapid onset of poverty and high unemployment, with few public resources available to alleviate economic distress. But in stark contrast to the image of a perpetual “urban underclass” depicted in television by shows like *The Wire*, sociologists Karl Alexander, Doris Entwisle, and Linda Olson present a more nuanced portrait of Baltimore’s inner city residents that employs important new research on the significance of early-life opportunities available to low-income populations. *The Long Shadow* focuses on children who grew up in west Baltimore neighborhoods and others like them throughout the city, tracing how their early lives in the inner city have affected their long-term well-being. Although research for this book was conducted in Baltimore, that city’s struggles with deindustrialization, white flight, and concentrated poverty were characteristic of most East Coast and Midwest manufacturing cities. The experience of Baltimore’s children who came of age during this era is mirrored in the experiences of urban children across the nation.

For 25 years, the authors of *The Long Shadow* tracked the life progress of a group of almost 800 predominantly low-income Baltimore school children through the Beginning School Study Youth Panel (BSSYP). The study monitored the children's transitions to young adulthood with special attention to how opportunities available to them as early as first grade shaped their socioeconomic status as adults. The authors' fine-grained analysis confirms that the children who lived in more cohesive neighborhoods, had stronger families, and attended better schools tended to maintain a higher economic status later in life. As young adults, they held higher-income jobs and had achieved more personal milestones (such as marriage) than their lower-status counterparts. Differences in race and gender further stratified life opportunities for the Baltimore children. As one of the first studies to closely examine the outcomes of inner-city whites in addition to African Americans, data from the BSSYP shows that by adulthood, white men of lower status family background, despite attaining less education on average, were more likely to be employed than any other group in part due to family connections and long-standing racial biases in Baltimore's industrial economy. Gender imbalances were also evident: the women, who were more likely to be working in low-wage service and clerical jobs, earned less than men. African American women were doubly disadvantaged insofar as they were less likely to be in a stable relationship than white women, and therefore less likely to benefit from a second income.

Combining original interviews with Baltimore families, teachers, and other community members with the empirical data gathered from the authors' groundbreaking research, *The Long Shadow* unravels the complex connections between socioeconomic origins and socioeconomic destinations to reveal a startling and much-needed examination of who succeeds and why.





<http://www.summerlearning.org/> - This is a well known organization founded by a student of Karl Alexander.

NSLA's vision is that all children and youth have access to high-quality summer learning experiences to help them succeed in college, career and life.

The National Summer Learning Association (NSLA) is the only national nonprofit focused on closing the achievement gap by increasing summer learning opportunities for all youth. NSLA offers expertise and support for programs and communities and advocates for summer learning as a solution for equity and excellence in education.



- **Selected Media Coverage:**

Youth Today: <http://youthtoday.org/2015/07/summer-learning-and-some-arent/>

Brookings: <http://www.brookings.edu/blogs/social-mobility-memos/posts/2014/10/29-long-shadow-poverty-mobility-alexander>

Baltimore Sun: http://articles.baltimoresun.com/2014-06-02/news/bs-md-fate-determines-success-20140602_1_white-men-black-men-children

The Kojo Nnamdi Show: <http://thekojonnamdishow.org/shows/2014-07-07/long-shadow-childhood-poverty/transcript>

CNN.com: <http://www.cnn.com/2014/07/11/opinion/alexander-olson-poor-urban-whites/index.html>

Melissa Harris Perry: <http://www.msnbc.com/melissa-harris-perry/watch/race-a-factor-for-whos-lifted-from-poverty--303514179923>

Al Jazeera America: <http://america.aljazeera.com/watch/shows/america-tonight/articles/2014/7/17/-is-the-american-dream-dead.html>

NPR Morning Edition: <http://www.npr.org/blogs/ed/2014/08/07/335285098/rich-kid-poor-kid-for-30-years-baltimore-study-tracked-who-gets-ahead>

Chronicle of Higher Ed: <http://chronicle.com/article/How-the-Long-Shadow-of/148329>

Washington Post: <http://www.washingtonpost.com/blogs/wonkblog/wp/2014/08/29/what-your-1st-grade-life-says-about-the-rest-of-it/>

Reinventing Summer School to stop kids' Learning Loss

PBS NewsHour https://www.youtube.com/watch?v=vx_AbRinhWQ



Summer Learning Loss

Published on Jun 19, 2012

Run Time: 2:11 minutes

NBC's Brian Williams discusses how summer learning loss puts students at a disadvantage academically. <https://www.youtube.com/watch?v=ZolcNG3GVCs>

The 6,000 Hour Learning Gap, ExpandedED Schools

Published on Oct 31, 2013

By the time they reach 6th grade, middle class kids have likely spent 6,000 more hours learning than kids born into poverty. See how.

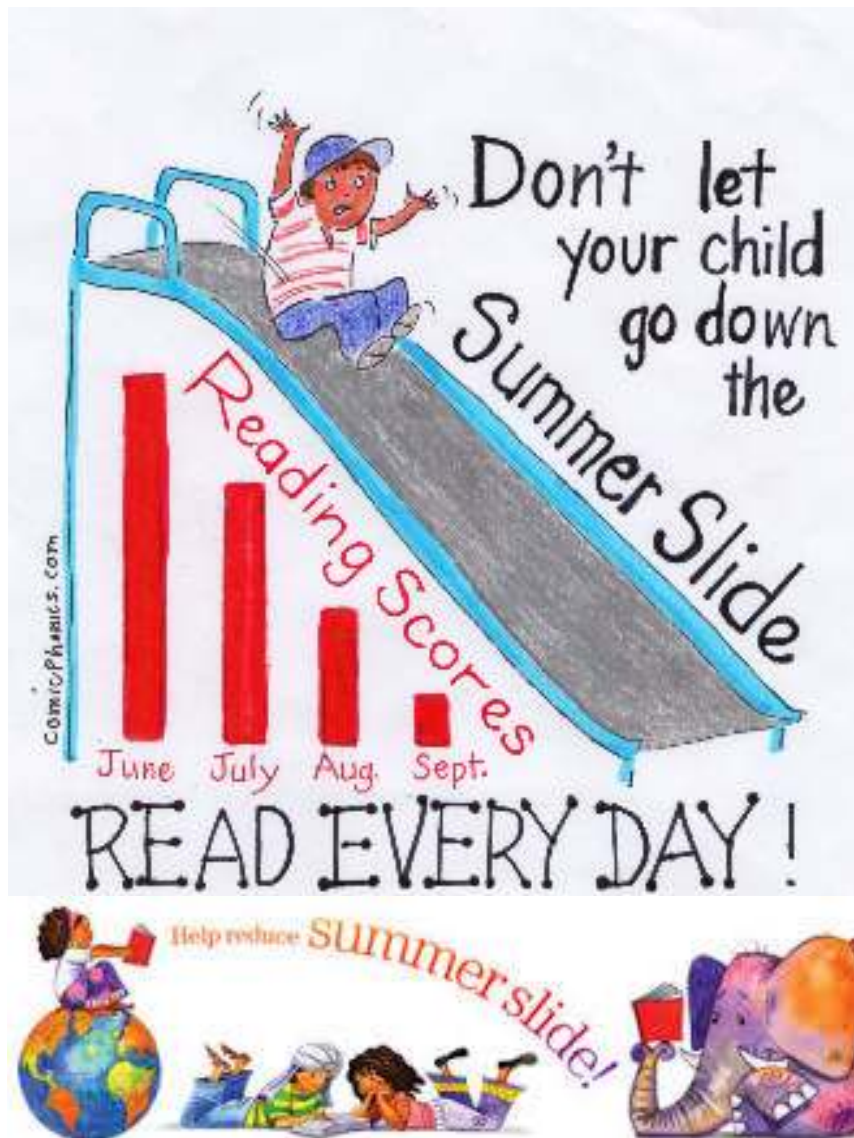
<https://www.youtube.com/watch?v=l8i4U-WWfho>

FIVE Apps to STOP Summer Slide

BY TEACHERS WITH APPS · JULY 26, 2012 · GEOGRAPHY, MATH, SOCIAL STUDIES, SPEECH & LANGUAGE, TWA PICKS · 7 COMMENTS

<http://www.teacherswithapps.com/10-apps-stop-summer-slide/>

- Various other references and programs shaped by Karl's work





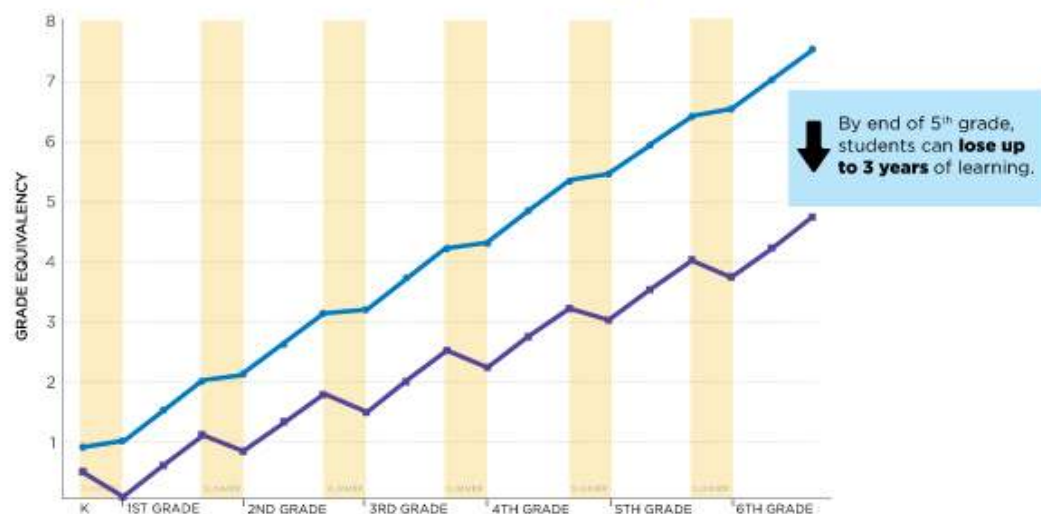
SUMMER MATTERS



SUMMER READING LOSS

More than 80% of children from economically disadvantaged communities **can lose one to three months reading skills over the summer.**

- Summer
- Students from favored economic backgrounds
- Students from poor economic backgrounds



Source: Alexander, K.L., D.R. Entwistle, and L.E. Olson. 2007. "Lasting Consequences of Summer Learning Gap." *American Sociological Review* 72 (4): 167-80. professional presentation by Dr. Alexander, February 10, 2015.

www.RiF.org/readforsuccess

© Reading Is Fundamental



CALIFORNIA
SUMMER MEAL
COALITION



William J. Moloney
Commissioner of Education

Roscoe Davidson
Deputy Commissioner



- Keep children reading all summer long -



tagxedo.com

KIDS WHO READ BEAT SUMMER SLIDE

Studies show that access to books during the summer prevents a drastic loss in reading skill – especially for kids in need.



REYNOLDS, T. Chicago is losing a billion dollars a year and learning you're losing us down by the California-San Diego Test. (Blair, S. L., & Reynolds, T. L., & Reynolds, S. R., & Blair, S. L., 2003). Chicago is the largest city in the world with the most economically disadvantaged children. Journal of Education for Students at Risk, 17(3), 128-1.

BEAT THE SUMMER LEARNING LOSS!



grade-level equivalency in mathematical computation skills is lost during summer



equivalent drop in test scores between Spring and Fall Tests



grade-level equivalent average loss in Math & Reading



grade-level equivalent reading loss in Low-income Students



teachers spend **3-4** weeks re-teaching students course material at the beginning of the year



teachers spend at least **5-6** weeks re-teaching material from the previous school year.

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Vita
Karl Alexander
September 2016

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EDUCATION

1964-1968 Temple University, Bachelor of Arts (Sociology), 1968.
1968-1970 UNC - Chapel Hill, Master of Arts (Sociology; Minor: Social-Psychology), 1970.
1970-1972 UNC - Chapel Hill, Doctor of Philosophy (Sociology), 1972.

HONORS

1986 Awarded Fellowship to the Center for Advanced Study in Behavioral Sciences, Palo Alto, California (visit deferred)
1987 Elected to membership in the Sociological Research Association
1998 Appointed to the John Dewey Chair, The Johns Hopkins University
2006 Named Fellow of the Center for the Study of Poverty and Inequality at Stanford University
2008 Named Fellow of the American Education Research Association
2016 Recipient 2016 Grawemeyer Award in Education for *The Long Shadow: Family Background, Disadvantaged Urban Youth and The Transition to Adulthood* (Russell Sage Foundation Press)

PROFESSIONAL POSITIONS

2016 – Founder and Executive Director, The Thurgood Marshall Alliance
2015 - John Dewey Professor Emeritus of Sociology, Academy Professor, and Professor of Education, Johns Hopkins University
2007-2015 Director, JHU IES Predoctoral Training Program in Education Research
2011-2014 Chair, Department of Sociology, Johns Hopkins University
2006-2009 Chair, Department of Sociology, Johns Hopkins University
2000-2006 Coordinator, JHU-AIR Fellowship Program for Predoctoral Studies in Education Research
2000-2003 Co-Director, Spencer Foundation Research Group Fellowship Program (a cooperative post-doctoral fellowship program involving the Department of

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- Sociology and CSOS)
- 1985-1993 Chair, Department of Sociology, Johns Hopkins University
- 1983-2014 Professor of Sociology, Johns Hopkins University
- 1983-2010 Research Scientist, Center for the Social Organization of Schools
- 1978-1983 Associate Professor of Social Relations, Johns Hopkins University
- 1976-1982 Co-director, with Edward L. McDill, of the CSOS "School Process and Career Development Research Program," funded by the NIE
- 1972-1978 Assistant Professor of Social Relations, Johns Hopkins University

SELECTED EXTRAMURAL PROFESSIONAL ACTIVITIES

- 2015 Chair, Peer Review Panel, Institute of Education Sciences, Knowledge Transfer Center
- 2014 - Advisor, All Stars Afterschool Alliance
- 2013 - National Research Advisory Council, Reading is Fundamental
- 2013 - Board of Directors, National Summer Learning Association
- 2010 – 2013 Technical Review Panel, Early Childhood Longitudinal Study
- 2009 Panel Chair, Research and Development Centers Panel, IES
- 2008-2009 Member, Advisory Board, Center for Developmental Science, Chapel Hill, NC
- 2005-2006 Member, Peer Review Panel, IES, Research on High School Reform
- 2004 Member, Peer Review Panel, Institute of Education Sciences, Math and Science Teacher Professional Development
- 2003-2005 Editor, *Sociology of Education*
- 2003-2004 Member, Advisory Board, Center for Developmental Science, Chapel Hill, NC
- 2000-2002 Chair Elect, Chair, Sociology of Education Section, ASA
- 1999-2001 Panel Member, Child Learning and Development Program, NSF
- 1999-2003 Technical Review Panel, Early Childhood Longitudinal Study
- 1996-1997 President, Southern Sociological Society
- 1989-91 Member, Editorial Board, *Sociology of Education*
- 1983-1986 Associate Editor, American Sociological Review
- 1976-1979 Deputy Editor, Sociology of Education

BOOKS AND MONOGRAPHS

- 1988 K. L. Alexander and D. R. Entwisle. *Achievement in the First Two Years of School: Patterns and Processes*. Monographs of the Society for Research in Child Development 53 (2), Serial No. 218.
- 1994/2003 K. L. Alexander, D. R. Entwisle and S. L. Dauber. *On the Success of Failure: A Reassessment of the Effects of Retention in the Primary Grades*. Cambridge University Press. (second edition published in 2003)
- 1997 D. R. Entwisle, K. L. Alexander and L. S. Olson. *Children, Schools and Inequality*. Westview Press.

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- 2014 K. L. Alexander, D. R. Entwisle and L. S. Olson, *The Long Shadow: Family Background, Disadvantaged Urban Youth and the Transition to Adulthood*. Rose Series in Sociology, the Russell Sage Foundation.
- 2016 K. Alexander, S. Pitcock and M. Boulay (eds), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. NY: Teachers College Press.
- 2016 K. Alexander & S. Morgan (eds), *The Coleman Report and Educational Inequality 50 Years Later*. Special Issue, *RSF: The Russell Sage Foundation Journal of the Social Sciences*. NY: The Russell Sage Foundation.

PEER REVIEWED JOURNAL ARTICLES

- 1974 K. L. Alexander and B. K. Eckland. "Sex Differences in Educational Attainment." *American Sociological Review* 39: 668-682.
- 1975 K. L. Alexander and B. K. Eckland. "Contextual Effects in the High School Attainment Process." *American Sociological Review* 40: 402-416.
- 1975 K. L. Alexander, B. K. Eckland and L. J. Griffin. "The Wisconsin Model of Socioeconomic Achievement." *American Journal of Sociology* 81: 324-342.
- 1975 K. L. Alexander and B. K. Eckland. "Basic Attainment Processes." *Sociology of Education* 48: 457-495.
- 1976 K. L. Alexander and L. J. Griffin. "School District Effects on Academic Achievement: A Reconsideration." *American Sociological Review* 41: 144-152.
- 1976 K. L. Alexander and L. J. Griffin. "On School District Organization and Student Achievement: Some Further Observations." *American Sociological Review* 41: 755-762.
- 1976 K. L. Alexander and E. L. McDill. "Selection and Allocation Within Schools: Some Causes and Consequences of Curriculum Placement." *American Sociological Review* 41: 963-980.
- 1977 K. L. Alexander and B. K. Eckland. "High School Context and College Quality: Institutional Constraints in Educational Stratification." *Social Forces* 56: 166-188.
- 1978 L. J. Griffin and K. L. Alexander. "Schooling and Socio-economic Attainments: High School and College Influences." *American Journal of Sociology* 84: 319-347.
- 1978 K. L. Alexander, M. A. Cook and E. L. McDill. "Curriculum Tracking and Educational

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- Stratification." *American Sociological Review* 43: 47-66.
- 1979 K. L. Alexander and M. A. Cook. "The Motivational Relevance of Educational Plans: Questioning the Conventional Wisdom." *Social Psychology Quarterly* 42: 202-213.
- 1979 K. L. Alexander, J. Fennessey, E. L. McDill and R. J. D'Amico. "School SES Influences -- Composition or Context?" *Sociology of Education* 52: 222-237.
- 1979 G. E. Thomas, K. L. Alexander and B. K. Eckland. "Access to Higher Education: The Importance of Race, Sex, Social Class and Academic Credentials." *School Review* 87: 133-156.
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