



2017 Brock International
Prize in Education Nominee

Karl Alexander

Nominated by John Sipple

Karl Alexander, PhD

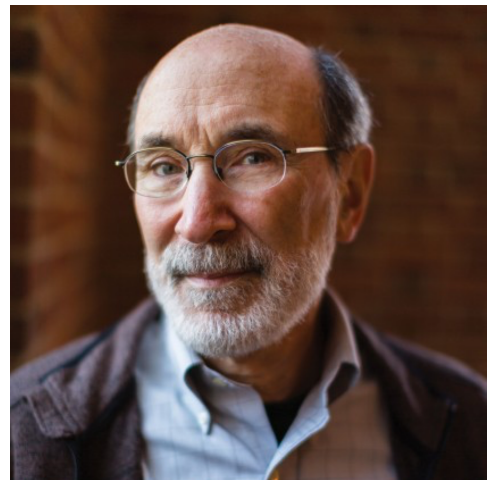
Emeritus John Dewey Professor of Sociology
Johns Hopkins University.

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.

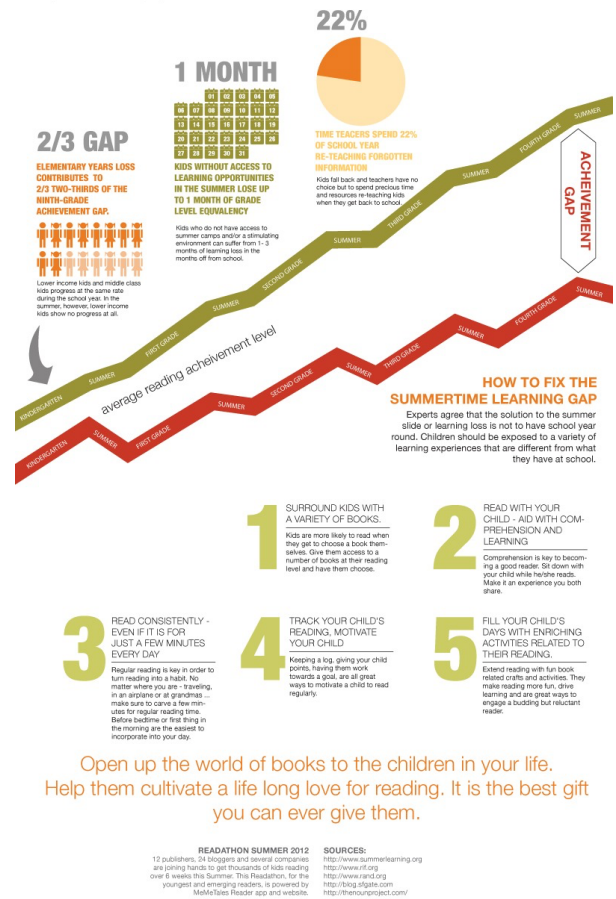
In his own words, Karl describes his research agenda:

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

PREVENT THE SUMMER SLIDE!

In elementary age kids, the summer months can undo months of learning from the school year. Paying attention to what our kids are doing when they are off school is important not only for their performance in the upcoming year, but also to help them do better as they set out for college years later.



Download the MeMeTales App - <http://bit.ly/memeapp>
Read books, discover activities on <http://memetales.com>



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.**

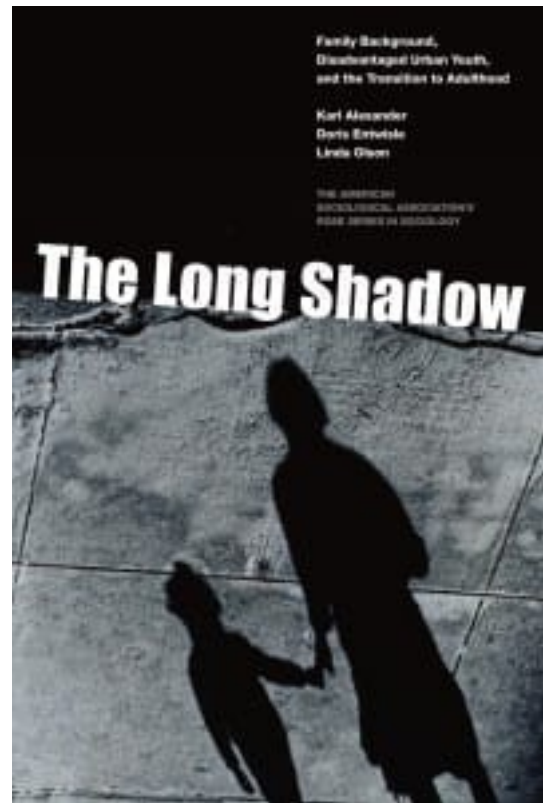
Alexander, K. L., Entwisle, D. R., & Olson, L. Steffel. (2014). *The long shadow : family background, disadvantaged urban youth, and the transition to adulthood*. New York, New York: Russell Sage Foundation.

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.

What Happens to Children DURING THE SUMMER?

During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call

"SUMMER SLIDE"

while better off children build their skills steadily over the summer months.

SUMMER LEARNING LOSS

accounts for about two-thirds of the ninth grade achievement gap in reading.

• **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





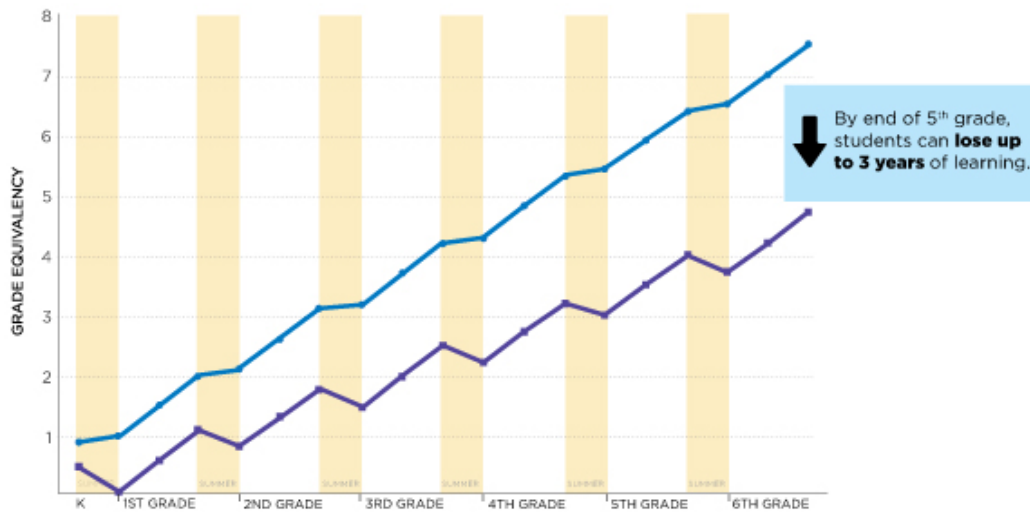
SUMMER MATTERS



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



By end of 5th grade, students can lose up to 3 years of learning.

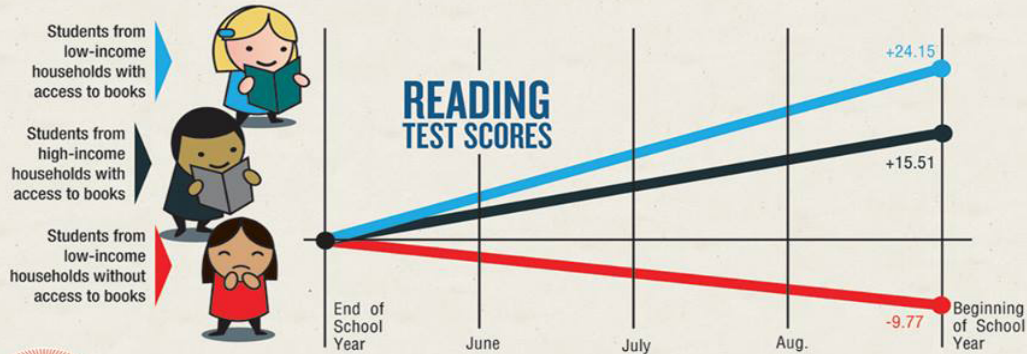
Source: Alexander, K.L., D. R. Entwisle, and L.S. Olson. 2007. "Lasting Consequences of Summer Learning Gap." American Sociological Review 72 (4): 167-80; professional presentation by Dr. Alexander, February 12, 2015.



CALIFORNIA
SUMMER MEAL
 COALITION

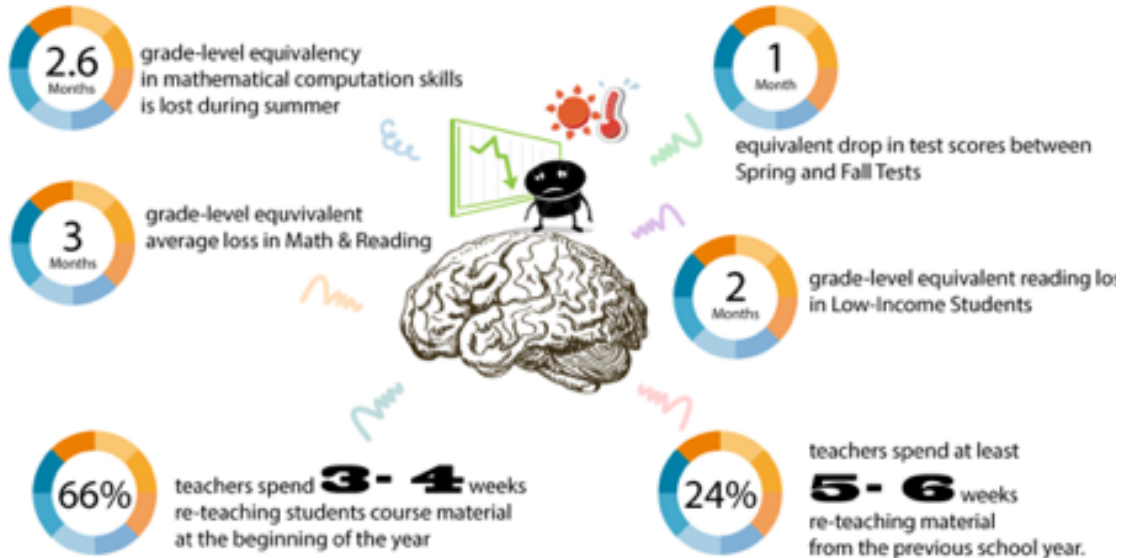
KIDS WHO READ BEAT SUMMER SLIDE

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



SOURCES: 1. Change in scores between end-of-year and following year testing as shown by the California Aptitude Test, (Slates, S. L., Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2012). Counteracting summer slide: Social capital resources within socioeconomically disadvantaged families. *Journal of Education for Students Placed at Risk*, 17(3), 165.)

BEAT THE SUMMER LEARNING LOSS!



[Type text]

Vita
Karl Alexander
September 2016

Department of Sociology
Johns Hopkins University
Baltimore, MD 21218

Telephone: 410-245-3535
E-mail: Karl@jhu.edu

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

[Type text]

- 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.

[Type text]

- 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

[Type text]

- 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.
- 1980 M. A. Cook and K. L. Alexander. "Design and Substance in Educational Research: Adolescent Attainments, A Case in Point." *Sociology of Education* 53: 187-202.
- 1981 L. J. Griffin, A. L. Kalleberg and K. L. Alexander. "Determinants of Early Labor Market Entry and Attainment: A Study of Labor Market Segmentation." *Sociology of Education* 54: 206-221.
- 1981 K. L. Alexander and T. W. Reilly. "Estimating the Effects of Marriage Timing on Educational Attainment: Some Procedural Issues and Substantive Clarifications." *American Journal of Sociology* 87: 143-156.
- 1981 K. L. Alexander, A. M. Pallas and M. A. Cook. "Measure for Measure: On the Use of Endogenous Ability Data in School Process Research." *American Sociological Review* 46: 619-631.
- 1981 K. L. Alexander, T. W. Reilly and J. Fennessey. "Issues in Instrumental Variables Analysis: A Critique of Cramer." *American Sociological Review* 46: 937-942.
- 1981 J. Fennessey, K. L. Alexander, C. Riordan and L. H. Salganik. "Tracking and Frustration Reconsidered: Appearance or Reality?" *Sociology of Education* 54: 302-309.
- 1982 K. L. Alexander, C. Riordan, J. Fennessey and A. M. Pallas. "Social Background, Academic Resources and College Graduation: Recent Evidence from the National Longitudinal Study." *American Journal of Education* 90: 315-333
- 1982 K. L. Alexander and M. A. Cook. "Curricula and Coursework: A Surprise Ending to a Familiar Story." *American Sociological Review* 47: 626-640.
- 1982 K. L. Alexander and A. M. Pallas. "Reply to Coleman." *American Sociological Review* 47: 822-823.

[Type text]

- 1983 A. M. Pallas and K. L. Alexander. "Sex Differences in Quantitative SAT Performance: New Evidence on the Differential Coursework Hypothesis." *American Educational Research Journal* 20: 165-182.
- 1983 K. L. Alexander and A. M. Pallas. "Bringing the Arrows Back In: On the Recursivity Assumptions in School Process Models." *Social Forces* 62: 32-53.
- 1983 K. L. Alexander and A. M. Pallas. "Private Schools and Public Policy: New Evidence on Cognitive Achievement in Public and Private Schools." *Sociology of Education* 56: 170-182.
- 1983 K. L. Alexander and A. M. Pallas. "Reply to Benbow and Stanley." *American Educational Research Journal* 20: 475-477.
- 1984 K. L. Alexander and A. M. Pallas. "In Defense of 'Private Schools and Public Policy': Reply to Kilgore." *Sociology of Education* 57: 56-58.
- 1984 K. L. Alexander and A. M. Pallas. "Curriculum Reform and School Performance: An Evaluation of the 'New Basics'." *American Journal of Education* 92: 391-420.
- 1985 K. L. Alexander, G. Natriello and A. M. Pallas. "For Whom the School Bell Tolls: The Impact of Dropping Out on Cognitive Performance." *American Sociological Review* 50: 409-420.
- 1986 K. L. Alexander and A. M. Pallas. "Reply to Hauser and Sewell." *Social Forces* 65: 250-257.
- 1986 D. R. Entwisle, K. L. Alexander, D. Cadigan and A. M. Pallas. "The Schooling Process in First Grade: Two Samples a Decade Apart." *American Educational Research Journal* 23: 587-613.
- 1987 K. L. Alexander, S. Holupka and A. M. Pallas. "Social Background and Academic Determinants of Two-year and Four-year College Attendance: Evidence from Two Cohorts a Decade Apart." *American Journal of Education* 96: 56-80.
- 1987 A. M. Pallas, D. R. Entwisle, K. L. Alexander and D. Cadigan. "Children Who Do Exceptionally Well in First Grade." *Sociology of Education* 60: 257-271.
- 1987 K. L. Alexander, D. R. Entwisle, and M. S. Thompson. "School Performance, Status Relations and the Structure of Sentiment: Bringing the Teacher Back in." *American Sociological Review* 52: 665-682.
- 1987 D. R. Entwisle, K. L. Alexander, A. M. Pallas and D. Cadigan. "The Emergent

[Type text]

- Academic Self-Image of First Graders: Its Response to Social Structure." *Child Development* 58: 1190-1206.
- 1987 D. R. Entwisle, K. L. Alexander, D. Cadigan and A. M. Pallas. "Kindergarten Experience: Cognitive Effects or Socialization?" *American Educational Research Journal* 24:337-364.
- 1987 K. L. Alexander, D. R. Entwisle, D. Cadigan and A. M. Pallas. "Getting Ready for First Grade: Standards of Deportment in Home and School." *Social Forces* 66: 57-84.
- 1988 D. Cadigan, D. Entwisle, K. L. Alexander and A. M. Pallas. "First Grade Retention Among Low Achieving Students: A Search for Significant Predictors." *Merrill-Palmer Quarterly* 34: 71-88.
- 1988 D. R. Entwisle and K. L. Alexander. "Factors Affecting Achievement Test Scores and Marks Received by Black and White First Graders." *The Elementary School Journal* 88: 449-471.
- 1988 D. R. Entwisle and K. L. Alexander. "Long-Term Effects of Cesarean Delivery on Parents' Beliefs and Children's Schooling." *Developmental Psychology* 23: 676-682.
- 1989 D. R. Entwisle, K. L. Alexander, A. M. Pallas and D. Cadigan. "A Social Psychological Model of the Schooling Process over First Grade." *Social Psychology Quarterly* 51: 173-189.
- 1989 M. S. Thompson, K. L. Alexander and D. R. Entwisle. "Household Composition, Parental Expectations and School Achievement." *Social Forces* 67: 424-451.
- 1989 G. Natriello, A. M. Pallas and K. L. Alexander. "On the Right Track?: The Impact of School Curriculum on Cognitive Growth." *Sociology of Education* 62: 109-118.
- 1989 K. L. Alexander. "ontemporary Social-Psychology: Four Points of View." *Social Forces* 68: 14-15.
- 1989 D. R. Entwisle and K. L. Alexander. "Children's Transition to Full-Time Schooling: Black/White Comparisons." *Early Education and Development* 1: 85-103.
- 1990 D. R. Entwisle and K. L. Alexander. "Beginning School Math Competence." *Child Development* 61: 454-471.
- 1990 A. M. Pallas, D. R. Entwisle, K. L. Alexander and P. Weinstein. "Social Structure and the Development of Self-Esteem in Young Children." *Social Psychology Quarterly* 53: 302-315.

[Type text]

- 1992 D. R. Entwisle and K. L. Alexander. "Summer Setback: Race, Poverty, School Composition, and Mathematics Achievement in the First Two Years of School." *American Sociological Review* 57: 72-84.
- 1992 M.S. Thompson, D. R. Entwisle, K. L. Alexander and M. J. Sundius. "The Influence of Family Composition on Children's Conformity to the Student Role." *American Educational Research Journal* 29: 405-424.
- 1993 S. L. Dauber, K. L. Alexander and D. R. Entwisle. "Characteristics of Retainees and Early Precursors of Retention in Grade: Who is Held Back?" *Merrill-Palmer Quarterly* 39: 326-343.
- 1993 K. L. Alexander, D. R. Entwisle and S. L. Dauber. "First Grade Behavior: Its Short and Long-Term Consequences for School Performance." *Child Development* 64: 801-814.
- 1994 A. M. Pallas, D. R. Entwisle, K. L. Alexander and M. F. Stluka. "Reading Group Effects: Instructional, Social or Institutional?" *Sociology of Education* 67: 27-46.
- 1994 D. R. Entwisle, K. L. Alexander and L.S. Olson. "The Gender Gap in Math: Its Possible Origins in Neighborhood Effects." *American Sociological Review* 59: 822-838.
- 1994 D. R. Entwisle and K. L. Alexander. "Winter Setback: The Racial Composition of Schools and Learning to Read." *American Sociological Review* 59: 446-460.
- 1994 K. L. Alexander, D. R. Entwisle and S. D. Bedinger. "When Expectations Work: Race and Socioeconomic Differences in School Performance." *Social Psychology Quarterly* 57: 283-299.
- 1995 D. R. Entwisle and K. L. Alexander. "A Parent's Economic Shadow: Family Structure versus Family Resources as Influences on Early School Achievement." *Journal of Marriage and the Family* 57: 399-409.
- 1996 D. R. Entwisle and K. L. Alexander. "Family Type and Children's Growth in Reading and Math over the Primary Grades." *Journal of Marriage and the Family* 58: 341-355.
- 1996 K. L. Alexander, D. R. Entwisle and S. L. Dauber. "Children in Motion: School Transfers and Elementary School Performance." *Journal of Educational Research* 90: 3-12.
- 1996 S. L. Dauber, K. L. Alexander and D. R. Entwisle. "Tracking and Transitions through the Middle Grades." *Sociology of Education* 69: 290-307.

[Type text]

- 1997 K. L. Alexander, D. R. Entwisle and C. S. Horsey. "From First Grade Forward: Early Foundations of High School Dropout." *Sociology of Education* 70: 87-107.
- 1997 K. L. Alexander. "Public Schools and the Public Good." *Social Forces* 76: 1-30.
- 1998 D. R. Entwisle and K. L. Alexander. "Facilitating the Transition to First Grade: The Nature of the Transition and Research on Factors Affecting It." *The Elementary School Journal* 98: 351-364.
- 1999 D. R. Entwisle, K. L. Alexander, L. S. Olson and K. Ross. "Paid Work in Early Adolescence: Developmental and Ethnic Patterns." *Journal of Early Adolescence* 19: 363-388.
- 2000 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Early Work Histories of Urban Youth." *American Sociological Review* 65:279-297.
- 2000 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Early Work Histories of Urban Youth." *American Sociological Review* 65:279-297.
- 2001 K. L. Alexander, D. R. Entwisle, and N. Kabbani. "The Dropout Process in Life Course Perspective: Early Risk Factors at Home and School." *Teachers College Record* 103: 760-822.
- 2001 K. L. Alexander, D. R. Entwisle, and L. S. Olson. "Schools, Achievement and Inequality: A Seasonal Perspective." *Educational Evaluation and Policy Analysis* 23: 171-191.
- 2001 K. L. Alexander. "The Clouded Crystal Ball: Trends in Educational Stratification." (Comment on Gamoran, Hallinan, and Kerckhoff). *Sociology of Education*, special millennial issue, 169- 177.
- 2001 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Keeping the Faucet Flowing: Summer Learning and Home Environment." *American Educator*, Fall: 10-15, 47.
- 2001 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Smoking and the Adult Transition among Urban Teenagers." *Adolescent and Family Health* 2(3): 108-122.
- 2004 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Temporary as Compared to Permanent High School Dropout." *Social Forces* 82(3): 1181-1205.
- 2005 D. R. Entwisle, K. L. Alexander and L. S. Olson. "First Grade and Educational Attainment by Age 22: A New Story." *American Journal of Sociology* 110(5): 1458-1502.
- 2005 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Urban Teenagers: Work and Dropout." *Youth and Society* 37(1): 3-32.

[Type text]

- 2007 T. L. Gosa and K. L. Alexander. "Family (Dis)Advantage and the Educational Prospects of Better Off African American Youth: How Race Still Matters. *Teachers College Record*, 109(2): 285-321.
- 2007 K. L. Alexander, D. R. Entwisle and L. S. Olson. "Lasting Consequences of the Summer Learning Gap. *American Sociological Review* 72 (April): 167-180 .
- 2007 K. L. Alexander, D. R. Entwisle, and L. S. Olson. "Summer Learning and Its Implications: Insights from the Beginning School Study" *New Directions in Youth Development*, 114 (Summer): 11- 32.
- 2007 D. R. Entwisle, K. L. Alexander, and L. S. Olson. "Early Schooling: The Handicap of Being Poor and Male." *Sociology of Education* 80 (April): 114-138.
- 2008 K. L. Alexander, R. Bozick and D. R. Entwisle. "Warming Up, Cooling Out, or Holding Steady? Persistence and Change in Educational Expectations after High School." *Sociology of Education*, 81 (October): 371-396.
- 2010 D. R. Entwisle, K. L. Alexander and L. S. Olson. "The Adult Transition of At-Risk Youth." *Journal of Sociological Research*, v. 1, no. 1
- 2010 R. Bozick, K. Alexander, D., Entwisle, S. Dauber and K. Kerr. "Framing the Future: Revisiting the Place of Educational Expectations in Status Attainment." *Social Forces*, 88 (July): 2027 – 2053.
- 2012 S. Slates, K. Alexander, D. Entwisle and L. Olson. "Counteracting Summer Slide: Social Capital Resources within Socioeconomically Disadvantaged Families." *Journal of Research on Children Put at Risk*.

BOOK CHAPTERS

- 1975 K. L. Alexander and B. K. Eckland. "School Experience and Status Attainment." Pp. 171-210 in S. Dragastin and G. Elder (eds.), *Adolescence in the Life Cycle*. Washington, D.C.: Hemisphere Publishing Co.
- 1976 K. L. Alexander. "Disability and Stratification Processes." Pp. 171-210 in G. Albrecht (ed.), *Socialization and Disability: Proceedings of the Chicago Conference on Socialization and Disability*. University of Pittsburgh Press.
- 1980 K. L. Alexander and B. K. Eckland. "The 'Explorations in Equality of Opportunity' Sample of 1955 High School Sophomores." Pp. 31-58 in A. C. Kerckhoff (ed.), *Longitudinal Perspectives on Educational Attainment*. Greenwich, Conn.: JAI Press, Inc.
- 1980 B. K. Eckland and K. L. Alexander. "The National Longitudinal Study of The High School Senior Class of 1972." Pp. 189-222 in A. C. Kerckhoff (ed.), *Longitudinal Perspectives on Educational Attainment*. Greenwich, Conn.: JAI Press, Inc.
- 1981 K. L. Alexander, J. M. McPartland and M. A. Cook. "Using Standardized Test

[Type text]

- Performance in School Effects Research." Pp. 1-34 in R. Corwin (ed.), *Research in Sociology of Education and Socialization, V. 2*. Greenwich, Conn.: JAI Press, Inc.
- 1982 K. L. Alexander, T. Reilly and B. K. Eckland. "Family Formation and Educational Attainment." Pp. 351-374 in P. J. Perun (Ed.), *The Undergraduate Woman: Issues in Educational Equity*. Lexington, Mass.: Lexington Books.
- 1984 K. L. Alexander and A. M. Pallas. "School Sector and Cognitive Performance: When is a Little a Little?" *Sociology of Education* 58: 115-128. Reprinted in E. H. Haertel, T. James and H. M. Levin (eds.), *Comparing Public and Private Schools, Vol. 2: School Achievement*, 1987. New York: The Falmer Press.
- 1987 K. L. Alexander. "Comparing Public and Private School Effectiveness: Evidence and Issues." Pp. 33-66 in E. H. Haertel, T. James and H. M. Levin (ed.), *Comparing Public and Private Schools, Vol. 2: School Achievement*. New York: The Falmer Press.
- 1987 K. L. Alexander, A. M. Pallas, and S. Holupka. "Consistency and Change in Educational Stratification: Recent Trends Regarding Social Background and College Access." Pp. 161-185 in R. V. Robinson (ed.), *Research in Stratification and Mobility, Vol. 6*. JAI Press.
- 1989 D. R. Entwisle, and K. L. Alexander. "Early Schooling as a 'Critical Period' Phenomenon." Pp. 27-55 in K. Namboodiri and R. G. Corwin (eds.) *Sociology of Education and Socialization*, Vol. 8. Greenwich, CT: JAI Press.
- 1992 D. R. Entwisle and K. L. Alexander. "School Performance and Family Configuration." In *New Directions in Child and Family Research: Shaping Head Start in the 90's*. New York: National Council of Jewish Women Center for the Child.
- 1993 D. R. Entwisle and K. L. Alexander. "Entry into School: The Beginning School Transition and Educational Stratification." Pp. 401-423 in *The Annual Review of Sociology, Vol. 19*.
- 1996 K. L. Alexander and D. R. Entwisle. "Educational Tracking During the Early Years: First Grade Placements and Middle School Constraints." Pp. 75-105 in A. C. Kerckhoff (ed.) *Generating Social Stratification: Toward a New Research Agenda*. Boulder, CO: Westview Press.
- 1996 K. L. Alexander and D. R. Entwisle. "Schools and Children at Risk." Pp. 67-88 in A. Booth and J. F. Dunn (eds.) *Family-School Links: How Do They Affect Educational Outcomes?* Mahwah, NJ: Erlbaum.
- 1996 K. L. Alexander and D. R. Entwisle. "Early Schooling and Educational Inequality: Socioeconomic Disparities in Children's Learning." Pp. 63-79 in *James S. Coleman: Falmer Sociology Series*. London: Falmer Press Ltd.
- 1999 K. L. Alexander, D. R. Entwisle, and R. Herman. "In the Eye of the Beholder: Parents'

[Type text]

- and Teachers' Ratings of Children's Behavioral Style." Pp. 225-245 in C. L. Shehan (ed.) Contemporary Perspectives on Family Research, Vol. 1. Re-Visioning Children as Active Agents of Family Life. Greenwich, CT: JAI Press.
- 1999 D. R. Entwisle and K. L. Alexander. "Early Schooling and Social Stratification." Pp. 13-38 in R. C. Pianta and M. J. Cox (eds.) *The Transition to Kindergarten.* Baltimore, MD: Brookes Publishing.
- 2000 D.R. Entwisle and K. L. Alexander. "Diversity in Family Structure: Effects on Schooling." Pp. 316-337 in D. Demo, K. R. Allen, and M. A. Fine (eds.) *Handbook of Family Diversity.* New York: Oxford University Press.
- 2000 D. R. Entwisle, K. L. Alexander, and L. S. Olson. "Summer Learning and Home Environment." Pp. 9-30 in R. D. Kahlenberg (ed.) *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility.* New York: Century Foundation Press.
- 2002 D. R. Entwisle, K. L. Alexander, and L. S. Olson. "The Baltimore Beginning School Study in Perspective." Pp. 167-193 in E. F. Phelps, F. Furstenberg, and A. Colby (eds.) *Landmark Longitudinal Studies of the 20th Century.* New York: Russell Sage.
- 2003 K. L. Alexander, D. R. Entwisle, and N. Kabbani. "Grade Retention, Social Promotion, and 'Third Way' Alternatives." Pp. 197-238 in A. J. Reynolds, M. C. Wang, and H. J. Walberg (eds.) *Early Childhood Learning: Programs for a New Age,* Washington, D. C.: Child Welfare League of America.
- 2003 Entwisle, D. R., Alexander, K. L. and Olson, L. S. The First Grade Transition in Life Course Perspective. Pp. 229-250 in J. T. Mortimer and M. J. Shanahan (eds.) *Handbook of the Life Course.* New York: Kluwer Academic/Plenum.
- 2004 K. L. Alexander, D. R. Entwisle, S. L. Dauber and N. Kabbani. "Dropout in Relation to Grade Retention: An Accounting of the Beginning School Study." Pp. 5-34 in H. J. Walberg, A. J. Reynolds, M. C. Wang (eds.) *Can Unlike Students Learn Together? Grade Retention, Tracking, and Grouping.* Greenwich, CT: Information Age Publishing.
- 2004 K. L. Alexander, D. R. Entwisle, and L. S. Olson. "Schools, Achievement and Inequality: A Seasonal Perspective." Pp. 25-51 in G. Borman and M. Boulay (eds.) *Summer Learning: Research, Policies and Programs.* Mahwah, NJ: Erlbaum.
- 2004 Entwisle, D. R., Alexander, K. L. & Olson, L. S. Young Children's Achievement in School and Socio-economic Background. Pp. 86-108 in D. Conley and K. Albright (eds.) *After the Bell - Family Background, Public Policy and Educational Success.* Routledge.
- 2006 Entwisle, D. R., Alexander, K. L., & Olson, L. S. Educational Tracking Within and Between Schools: From First Grade Through Middle School and Beyond. In A. Huston & M. Ripke (eds.), *Middle Childhood: Contexts of Development.* Cambridge Press.

[Type text]

- 2010 D. R. Entwisle, K. L. Alexander and L. S. Olson. "Socioeconomic Status: Its Broad Sweep and Long Research in Education." Pp. 237 – 255 In J. Meece and J. Eccles (eds.), *Handbook of Schools, Schooling, and Human Development*. NY: Routledge.
- 2016 K. Alexander, M. Boulay & S. Pitcock. "Introduction." Pp. 1 – 8 in K. Alexander, S. Pitcock & M. Boulay (eds), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. NY: Teachers College Press.
- 2016 K. Alexander & B. Condliffe. "Summer Setback in Baltimore: A review and Update." Pp. 23 – 34 in *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. NY: Teachers College Press.
- 2016 M. Boulay, K. Alexander, S. Pitcock & M. Stein. "Forging a Path Ahead: A Summer Learning Agenda for the 21st Century." Pp. 299 – 309 in *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. NY: Teachers College Press.
- 2016 K. Alexander & S. Morgan. "The Coleman Report at 50: Introduction." In 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.
- 2016 K. Alexander. "Is It Family or School? Getting the Question Right." In 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.

POPULAR PRESS & MEDIA (mostly for *The Long Shadow*)

(numerous invited presentations to departments of sociology, professional associations, the general public are not included)

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

Mother Jones: <http://www.motherjones.com/mojo/2014/06/the-long-shadow-poverty-baltimore-poor-children>

Politico's Morning Education report: <http://www.politico.com/morningeducation/0614/morningeducation14163.html>

Andrew Sullivan's The Dish: <http://dish.andrewsullivan.com/2014/06/04/the-myth-of-social-mobility/>

[Type text]

Daily Kos: <http://www.dailykos.com/story/2014/06/05/1304549/-Daily-Digest-While-executive-pay-soars-workers-feel-the-squeeze#>

WNEW (DC/Baltimore/Annapolis) on June 3

Baltimore Fishbowl: <http://www.baltimorefishbowl.com/stories/johns-hopkins-study-life-trajectories-will-depress/>

Midday with Dan Rodricks: <http://wypr.org/post/long-shadow>

KCSN radio, Northridge, Calif.

Linking and Thinking on Education by Joanne

Jacobs: <http://www.joannejacobs.com/2014/06/childhoods-long-shadow/>

Whos of Who-Cester education blog: <http://who-cester.blogspot.com/2014/06/the-long-shadow-of-poverty.html?m=1>

Miami Diario: <http://www.miamidiario.com/educacion/estados-unidos/educacion/verano/new-america-media/irene-florez/brechas-educativas/325485>

New American Media: <http://newamericamedia.org/2014/06/fighting-the-summer-achievement-gap-one-library-trip-at-a-time.php>

Education

Week: http://blogs.edweek.org/edweek/parentsandthepublic/2014/06/johns_hopkins_university_study_finds_baltimore_students_futures_linked_to_family_background.html

Baltimore Sun column: <http://www.baltimoresun.com/news/maryland/bs-md-rodricks-0617-20140616,0,7759618.column>

Feature Story News (To be broadcast on Telesur in South America, etc.)

: <https://www.youtube.com/watch?v=X-l3ziajWOU>

Albuquerque

Express: <http://www.albuquerqueexpress.com/index.php/sid/222988499/scat/420d9e49bca69d0>

Colorlines: http://colorlines.com/archives/2014/06/the_lost_generation.html

AlterNet: <http://www.alternet.org/education/fighting-summer-slide>

[Type text]

New American Media: <http://newamericamedia.org/2014/06/fighting-the-summer-achievement-gap-one-library-trip-at-a-time.php>

Cado in

Piedi: http://www.cadoinpiedi.it/2014/06/05/mobilita_sociale_addio_i_poveri_rimangono_tali.html

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

Black Agenda: <http://www.blackagendareport.com/content/listen-black-agenda-radio-progressive-radio-network-glen-ford-and-nellie-bailey-%E2%80%93-week-7714>

The

Root: http://www.theroot.com/articles/culture/2014/07/white_privilege_extends_to_the_poor.html

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

Madame Noire: <http://madamenoire.com/447290/privileged-study-examines-why-poor-whites-fare-better-than-blacks-in-similar-situations/>

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

NPR's Tell Me More: <http://www.npr.org/2014/07/17/332283230/in-climb-up-the-economic-ladder-african-americans-getting-left-behind>

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

Atlanta Black Star: <http://atlantablackstar.com/2014/07/23/study-children-born-poverty-extremely-likely-stay-poor-adults/>

Baltimore Sun: <http://www.baltimoresun.com/news/maryland/bs-md-rodricks-0727-web-20140725,0,2416673.column>

[Type text]

Care2: <http://www.care2.com/causes/you-can-aspire-to-the-american-dream-but-you-probably-cant-have-it.html>

Stand Up! with Pete Dominick radio show. No link but MP3 available.

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>

Baltimore Brew: <https://www.baltimorebrew.com/2014/08/07/myth-of-social-mobility-dispelled-in-baltimore/>

CBS Philly: <http://philadelphia.cbslocal.com/2014/08/08/study-the-family-youre-born-into-often-determines-your-fate/>

Michael Smerconish Program SiriusXM on Aug. 12.

Deseret News: <http://national.deseretnews.com/article/2139/How-rich-kids-get-ahead-4-striking-findings.html>

-
Deseret

News: <http://www.deseretnews.com/article/print/865609528/Education-may-not-be-the-great-equalizer-author-says.html>

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

Deseret News: <http://national.deseretnews.com/article/2214/why-the-poverty-cycle-is-harder-to-break-than-we-like-to-think-8212-and-what-can-be-done-about-it.html>

Arise TV: <https://www.youtube.com/watch?v=jYZnqwh-sjw>

Tavis Smiley: <http://www.tavissmileyradio.com/karl-alexander-the-long-shadow/>

Al Jazeera: <http://america.aljazeera.com/articles/2014/10/10/will-cristal-s-collegedreamsurvivethesummer.html>

Ezra Klein: <http://www.vox.com/2015/5/6/8558835/baltimore-social-mobility-race>

[Type text]

Baltimore Community Foundation:

<http://www.bcf.org/Portals/0/Uploads/Documents/Public/Newsletters/2015-Spring-EDGE-Alexanders.pdf>

Quartz: <http://qz.com/255900/universal-preschool-wont-help-poor-americans-enter-the-middle-class>

Teresa Wiltz, "[Surprised? Even Poor Whites Have It Better Than Blacks](#)," The Root, 10 July 2014