

## YEC Around the World

A series of 100 videos explore the entrepreneurial spirit of YECs across the globe. In each video, members of the YECs of the World network share their stories of success and challenges. The series is available in 10 languages: English, Spanish, Hindi, Urdu, Bengali, Chinese, Russian, Vietnamese, and Arabic.

YECs of the World is a community of entrepreneurs who are passionate about their work and committed to helping others succeed. The network is a global community of entrepreneurs who are passionate about their work and committed to helping others succeed.



YEC of the World member speaking at a podium.

## Building an Strong Foundation

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Center for Early Development

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## Investing in Children: Business Leadership in Early Care and Education

### 4 Traditions of Engaging Business Leaders

Over 100 business leaders have joined CED to help lead the nation's business community in early care and education. The network is a global community of entrepreneurs who are passionate about their work and committed to helping others succeed.

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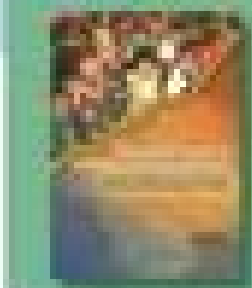
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### Advancing Business Leadership

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# Education For The Urban Disadvantaged From Preschool To Employment

**George E. Spear, Donald W. Mocker**



## **Education For The Urban Disadvantaged From Preschool To Employment:**

*Education for the Urban Disadvantaged* Committee for Economic Development, 1971 Of Findings And Recommendations Environment And The Success Of The School Preschooling And The Achievement Of Equality Functional Education For Careers Teachers Instructional Systems And Facilities New Concepts Of Accountability And Control Equalizing School Resources Research Development And Application Memoranda Of Comment Reservation Or Dissent *Education for the Urban Disadvantaged* Committee for Economic Development (États-Unis), 1971 **Research in Education**, 1968

**Resources in Education**, 1994 Serves as an index to Eric reports microform *Research in Education*, 1972 Urban Education George E. Spear, Donald W. Mocker, 1978 **Urban Texas: Policies for the Future** Texas Urban Development Commission, 1971 Of Recommendations Urban Growth in Texas The State Response to Urban Needs Strengthening Local Government A Land Resource Management System for Texas Toward an Urban Growth Policy A Decent Place to Live Improving Housing Conditions in Texas Urban Transportation Systems and Services The Criminal Justice System in Texas State and Local Programs in Human Resources Urban Health Services in Texas Urban Education A special Statement Appendix A Appendix B Acknowledgments Photographic Credits *Improving Educational Equity in Urban Contexts* Carlo Raffo, 2013-12-17 An enduring educational concern that has plagued researchers and policy makers in a number of affluent countries is the endemic nature of educational inequalities These inequalities highlight distinct differences in the educational skills knowledge capabilities and credentials between learners demographic characteristics They also point to issues of educational disadvantage that emanate from a combination of factors including family life communities the geographies of space and place gender and ethnicity This book examines some of the causes and responses to educational inequalities and focuses upon poor urban contexts where educational disadvantage is at its most concentrated and where educational policy and practice has over time proliferated It questions how wider inequities experienced by young people in urban contexts generate educational inequalities and disadvantage detailing explicitly what an equitable approach to education might look like Included in the book is an innovative educational equity framework and toolkit with illustrative policy and practice case studies bringing together unique scholarship and analysis to examine future educational policy in a holistic comprehensive and equitable way It will be valuable reading for postgraduate students researchers and policy makers with an interest in education and educational equity Projects to Advance Creativity in Education, 1969 **The Policy Analysis Source Book for Social Programs** Arnold Kotz, 1975 *Pacesetters in Innovation* United States. Office of Education, 1968

Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants

**Congressional Record** United States. Congress, 1968 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the

United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

**Bulletin of the Public Affairs Information Service** Public Affairs Information Service, 1984 University-community Partnerships United States. Dept. of Housing and Urban Development. Office of Policy Development and Research. Office of University Partnerships, 1995 **Controlling Public Education** Kathryn A. McDermott, 1999 Most Americans believe that local school districts are the only means by which citizens may exercise control over public education Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance Not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence Drawing upon democratic theory and the results of field research in New Haven Connecticut and three suburbs McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance To many people in Connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve In 1996 the Connecticut Supreme Court ruled in *Sheff v O'Neill* that local control produces unconstitutional segregation of public schools Nearly all of the state's 169 towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class In the *Sheff* ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system At the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters In Connecticut and elsewhere it has often seemed necessary to choose between local control and equity in public education and local control has almost always won McDermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education In her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation These findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools Minority Migrants in the Urban Community Lyle W. Shannon, 1973 **The President's National Urban Policy Report** United States. Department of Housing and Urban Development, 1988 Minority Migrants Urban Community Lyle W. Shannon, Magdaline

W. Shannon, 1973-06 Knowing how to read and write is not enough for Louis a voiceless Trumpeter Swan his determination to learn to play a stolen trumpet takes him far from his wilderness home      **Federal Role in Urban Affairs** United States. Congress. Senate. Committee on Government Operations. Subcommittee on Executive Reorganization, 1966      *National Agricultural Library Catalog* National Agricultural Library (U.S.), 1972

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