



A State of Engagement

NASBE Study Group on Student Engagement

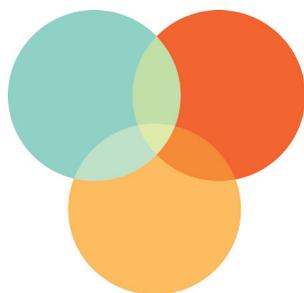
NASBE

National Association of
State Boards of Education

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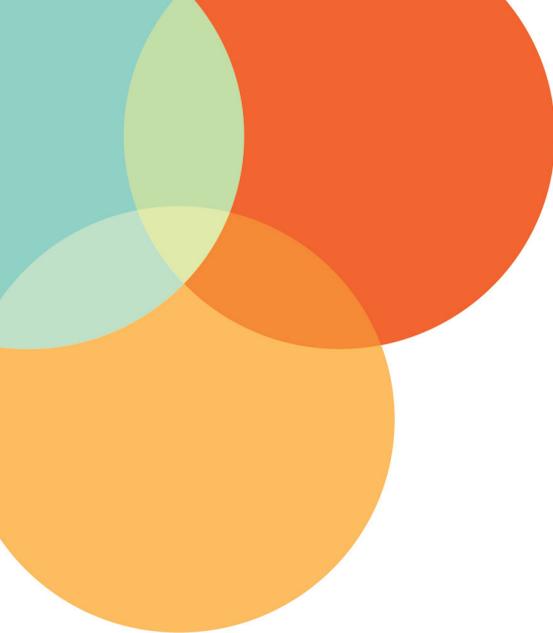


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A State of Engagement

A Report by the 2014 NASBE Student Engagement Study Group

A student drops out of school every 43 seconds, costing billions of dollars in lost earnings, healthcare costs, and other expenses.¹ Surveys indicate that students making this critical decision cite lack of engagement as one—if not the—primary culprit.² A recent Gallup student poll showed that on average 45 percent of students consider themselves not engaged or actively disengaged from school.³ To put it another way, regardless of what other investments states may make in education, nearly half their students will not be physically or mentally present to benefit from those investments if states fail to pay sufficient attention to student engagement.

Student engagement affects many more educational and life outcomes that states desire other than high graduation rates: attendance, achievement, ownership in one's learning, discipline, and postsecondary success, for example. And the effects are lifelong: Lack of engagement is as relevant in adult professional environments as it is to student learning.

Educators have long recognized the problem and have offered several explanations of it: Students don't feel their educators and schools know them very well, deem what they are learning as irrelevant, fail to value learning for its intrinsic benefits, and go to schools that often are not designed to facilitate engagement. Then there is the simple fact that not every learning task will be engaging for every student.

In seeking to promote policies that increase student engagement, policymakers should understand that the problem is not only about the quality of intellectual stimulation students receive. Rather, as Jennifer Fredricks et al. have described, engagement has three interconnected but distinct dimensions: **cognitive**, **behavioral**, and **emotional**. Each requires individual attention if schools are to meaningfully engage students.⁴

Discovering ways to affect these dimensions became the goal of the Student Engagement Study Group, which comprises 12 members and executive directors of the National Association of State Boards of Education (NASBE) from 10 states, the District of Columbia, and Guam. This report represents their six-month investigation of student engagement informed by three two-day meetings and discussions with policy leaders, content experts, and practitioners.

student engagement:
(active noun) the capacity and inclination for students to take ownership of past, present, and future educational experiences by investing cognitively, behaviorally, and emotionally in their learning.

Deconstructing the Three Dimensions

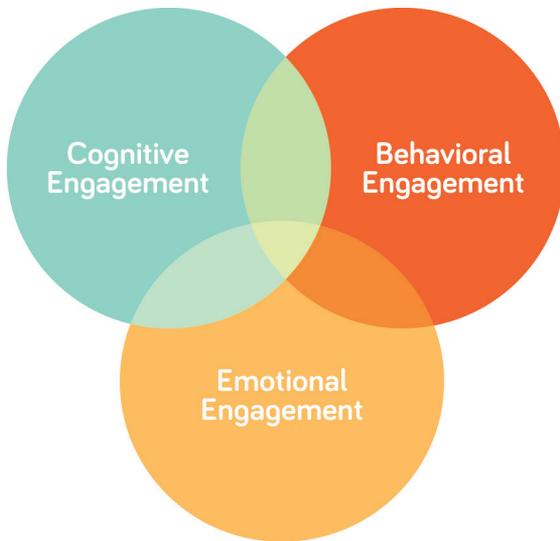
The first task of the study group was to define student engagement. States are encouraged to begin from this point and modify to both align with the strengths and challenges of their states as well as enable local investment and ownership. In reaching this definition, the study group seeks to encourage states to include all three dimensions of student engagement in their approaches to the problem.

Behavioral Engagement. One of the most obvious signs of engagement is whether students are conducting themselves well in school and avoiding disruptive behavior.⁵ This level of engagement, which Jennifer Fredricks refers to as behavioral engagement, can be measured most directly:

Are students truant and getting into fights? Or are they completing assignments and participating in extracurricular activities? Both positive and negative actions will affect overall school climate.⁶

Emotional Engagement. Emotional engagement refers to students’ emotional reaction to school: Do students feel anxiety, boredom, interest, or other emotions toward school? As overachievers can attest, it is possible for students to be engaged in positive behaviors in school and still be emotionally disengaged, and vice versa. Emotional engagement is a key driver behind student motivation and can therefore dictate the quality of student work. It is distinct but related to behavioral engagement, as negative behaviors can either drive or be driven by emotional detachment from school.

Cognitive Engagement. Quality learning is not simply a matter of breadth but also of depth. Cognitive engagement refers to students’ psychological investment in learning: Students who are cognitively engaged go beyond the requirements and exhibit metacognition—that is, the capacity of students to reflect on their learning and adapt accordingly—and other skills that enable a student to engage in deeper learning.⁷ As the NASBE Deeper Learning Study Group highlighted in its report, *The Learner and*



▼ <i>Reflective</i>	▼ <i>Deflective</i>
student voice and choice in learning, exercised through work-based learning, project-based learning, and service learning	exclusively teacher-led instruction that grants students no agency in their learning
cognitively challenging tasks	series of disconnected activities
culturally appropriate instruction	one-size-fits-all instruction
technology strategically used to enhance rigor, relevance, and relationships in the pursuit of student learning	investment in technological tools and resources without clear purpose
multiple meaningful relationships extend feeling of belonging	students working toward learning goals in isolated manner
safe learning environments where students are allowed to make mistakes	environments where students do not feel safe to make mistakes

Table 1. Practices That Help or Hinder Student Engagement

Learning: 2014 and Beyond, postsecondary educators, employers, and civic leaders are placing greater and greater emphasis on skills associated with cognitive engagement and deeper learning—namely, critical thinking, problem solving, and collaboration. By ensuring the state education system also strongly emphasizes these skills, states and their schools not only ensure students are cognitively engaged but that they are truly prepared for college, careers, and civic success.⁸

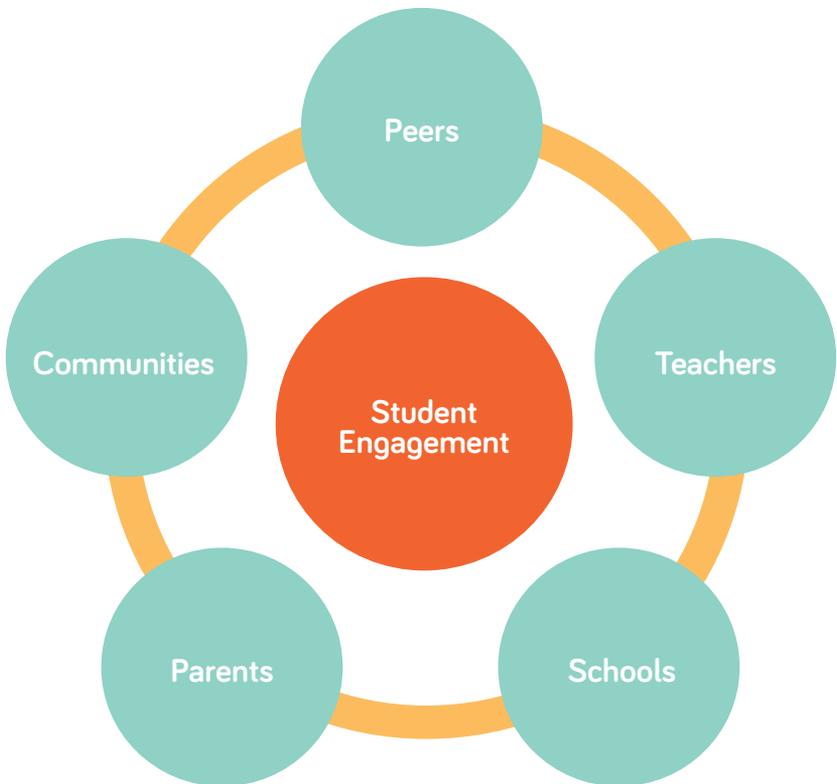
States can use this three-dimensional notion to distinguish which of their educational practices and policies encourage or discourage engagement. Once states have adopted a definition of student engagement, they can reinforce that definition with concrete measures and goals. Because of the nature of these measures, the majority will likely be classroom-based, but regardless of where the measurement takes place, states should ensure the measurements are both reliable and account for distinct differences between the dimensions of engagement. To help support this thinking, the study group provided a list of practices that illustrate what student engagement is

and is not (table 1). By ensuring that policies embrace practices that enable engagement and avoid its inhibitors, states will be better able to reach the goal of college, career, and civic success for all students.

All Hands on Deck

Students' peers, educators, schools, parents, and communities all play a role in encouraging—or discouraging—student engagement. Indeed, achieving success demands broad, positive participation (see appendix for links to videos that illustrate stakeholder roles).

Peers. The level of influence peers have on each other cannot be overstated. Peers influence the culture of a classroom, how a student spends time outside



school, and, most important, how a student perceives him or herself.⁹ Peer influence contributes as strongly to student participation in learning and engagement as curriculum and other factors; the feedback students get from their peers can affect the emotional and cognitive investment students make in learning.¹⁰

When their peers support a vibrant learning culture, students can actively debate points of view, constructively critique each other's work, and vigorously discuss ideas, all of which contributes to their own and peers' level of engagement. When peers do not provide this support, the opposite holds true.¹¹ As in adult environments, peers affect the very ecosystem in which learning takes place, determining a range of behaviors concerning, for example, students' comfort in taking risks or their choice of conduct that aids or hurts their own and others' learning. Many factors dictate whether peer interactions are positive or negative, ranging from the overall learning climate in a school to individual interventions that help learners engage in meaningful learning.

Educators. Creating an ethos of mutually supportive peers often falls on teachers' and principals' shoulders. These educators must themselves be trained and supported if they are to facilitate an engaging classroom culture. Even after controlling for demographics and prior behavior, positive student-teacher relationships are associated with greater investment in learning and fewer behavioral issues.¹² This student-teacher relationship can be self-reinforcing: Strong teachers engage students, and engaged students in turn behave in ways that foster better relationships with their teachers.¹³

This type of engagement does not happen by accident. Classrooms and schools must be structured to support student engagement. Indeed, learning environments can be designed either to make students feel known and cared for or isolated and disregarded. Several strategies can contribute to active participation, including providing students greater autonomy in their learning, emphasizing the authenticity of learning tasks, and promoting student ability to reflect on one's own learning.¹⁴ When educators have mastery of these and other key strategies, they are much more empowered to support an overall learning climate that stimulates cognitive, emotional, and behavioral engagement.

Schools. While educators play an important role in contributing to a learning climate, educator skill is not the only determinant of that climate.

Schoolwide factors such as structure and expectations also affect the level of engagement.

When students have clear learning expectations and understand the steps to achieving those expectations, they are much more likely to be engaged.¹⁵ When expectations differ between one classroom in a school building and another, there can be spillover effects that can affect students' overall behavior.

Moreover, schools can do much more to ensure students have a voice in their learning and their schools. As the Quaglia Institute Student Survey highlights, students' belief in their own efficacy actually declines as they progress through their K-12 education,¹⁶ highlighting the need for schools to focus on eliciting greater student input into decisions about instructional approaches so that education is not seen as something that happens to them but rather something that they lead.

As they promote greater student engagement, schools should set clear structures and expectations that underscore that school staff know, support, and value each student and his or her aspirations. One particular strategy that makes achieving this coherence more likely is when states and districts divide large, impersonal schools into smaller learning communities to enable greater support and personalization of learning.¹⁷ Such communities and similar schoolwide interventions can help nurture conditions to help students feel more known, challenged, and involved. When students have those feelings, the likelihood that they will also feel engaged increases dramatically.

Parents and Communities. Even the most well-structured learning communities with the best defined goals cannot by themselves create the conditions in which students are cognitively, emotionally, and behaviorally engaged. Each day, students step off school grounds and into homes and communities that will undoubtedly affect their level of engagement.

Parental involvement and students' educational aspirations are clearly linked in ways that affect cognitive and behavioral engagement.¹⁸ Similarly, community factors can relate to all three dimensions of engagement.¹⁹ Parent and community mentors can support positive student behavior, help provide students a greater sense of belonging, and provide real-world problems for students to learn from. In sum, to succeed in engaging students, schools must enlist the support of both parents and community stakeholders to raise

students' aspirations, ensure feelings of safety, and give them opportunities that challenge them to realize their full potential.

Policy Actions to Enhance Student Engagement

The fact that individual interactions between students, their peers, and adults drive engagement does not negate policymakers' responsibility to help build a system that makes these interactions more likely. Specifically, policymakers can promote policies that increase the likelihood of engaging: They can reduce barriers created by resource scarcity, inertia, or inadequate systems of measurement, and they can enhance flexibility, incentives, information sharing, and capacity-building opportunities. To this end, the study group recommends five actions:

1. promote measures of educational success that emphasize student engagement;
2. back an educator preparation, learning, and support continuum that empowers school leaders, teachers, and other staff to facilitate more engaging experiences for students;
3. advance school climate guidelines that build an environment more conducive to student engagement;
4. invest in school structures that help personalize student learning and thereby expand student engagement; and
5. encourage collaboration between schools and parent and community stakeholders to help meet students' needs more comprehensively.

By approaching the policies relevant to these five recommendations cohesively and comprehensively, state boards and other state policymakers can ensure significantly more opportunities to engage students and prepare them for college, career, and civic success. (See the appendix for links to videos that highlight the implications of these policy areas on students' and educators' day to day experience.)

1

Promote measures of educational success that emphasize student engagement;

While there are natural limits in how far state policymakers can affect student engagement, one essential area of influence that falls within their

ambit is how success is defined and measured. As the old adage goes, what gets measured gets valued. Measures can incentivize a general direction, provide feedback to drive continuous improvement, focus educators on how to best use limited resources, and drive a repurposing of existing resources toward new goals. Given these functions, states must first define student engagement—in its cognitive, emotional, and behavioral dimensions—and then create an effective measurement system that drives education toward that definition.

In particular, states should examine what gets measured, whose success is measured, and how that success is measured:

- **What gets measured?** States should consider measures that reflect the cognitive, emotional, and behavioral dimensions of student engagement—for example, through classroom observations and strategies to collect student perceptions of learning environments.
- **Whose success is measured?** Success will stem from actions by the student, the educator, and the school. Measures of engagement should therefore include student and educator surveys; be incorporated into high school graduation requirements, educator evaluations, and schoolwide accountability measures; and be used by the state board of education to reflect on the success of the state’s entire education system.
- **How should success be measured?** States should ensure a balance of summative and formative data—the first to reflect the success of the whole system and the second to drive continuous improvement.

A number of states have attended to measurement strategies that promote student engagement. The Illinois State Board of Education, for example, administers the 5Essentials Survey, which gathers student feedback on school learning conditions and climate and posts the results on a state school report card.²⁰ Research has shown that schools that are strong in the majority of these surveyed elements are up to 10 times more likely to improve student learning than weaker schools.²¹

Maryland and California also have focused on measures to better reflect student engagement (box 1). Maryland, through a US Department of Education Office of Safe and Healthy Schools grant, is developing and administering a statewide measurement system to assess school safety, student engagement, and school environment as reported by students,



California also has a history of advancing measures that reflect student engagement. Beyond its own work in advancing performance assessments that facilitate higher quality learning experiences for students, the state's Local Control Accountability Plans (LCAP) have given districts license to be evaluated on measures that are far more reflective of the goal of meaningfully engaging students than evaluations tend to be in other states. Parent involvement, pupil engagement, and positive school climates are explicit goals that must be addressed by every district in the state. For example, Long Beach Unified's LCAP proposal says that the district will reduce suspension rates, raise attendance rates, and increase students' exposure to high-quality pathway experiences that prepare students for college and careers. By having each district explicitly address engagement goals, the State Board of Education in California has placed a key marker on an important goal while letting local stakeholders choose how they accomplish the goal.

Maryland has taken a number of steps to ensure that measurements of success reflect student engagement. The state uses matrix sampling, in which different groups of students complete different tasks that can be aggregated and reflected upon to determine success and areas of need across a district in a more complete, nuanced manner. This strategy ensures that the state gathers relevant information without overtesting, which contributes to student disengagement. Additionally, Maryland was among several states to involve students in classroom performance tasks of longer duration that were centrally designed and administered and locally scored using moderated rubrics to ensure consistency. For over two decades, the state has also required high school students to complete service learning. Established in 1992 by the state board of education, the graduation requirement includes student-driven projects that support academic preparation, action, and reflection or a locally designed program approved by the state superintendent.

parents, and school staff. In California, the Local Control Accountability Plans, which now largely dictate school accountability and funding, have enabled creative and innovative districts to focus more intensively on student perceptions of learning environments than did the state's previous, more rigid accountability system,²² and the state board of education was a key promoter of the new plans.

2

Back an educator preparation, learning, and support continuum that empowers school leaders, teachers, and other staff to facilitate more engaging experiences for students;

Once measures that reflect student engagement are in place, a more difficult challenge ensues: ensuring educators have the support and skills to move toward the aspirations the measures reflect. To encourage engagement, educators are being asked to wear more new hats—community liaison, counselor, innovational leader, and educational guide/facilitator, to name a few. To help teachers and school leaders excel in these roles, states' educator preparation and support systems must reflect these new demands.

As highlighted earlier, educators are key front-line actors in transforming students' education to one that is more cognitively, behaviorally, and emotionally engaging. To better support educators in developing the capacity to meet this new goal, a number of policies can be modified. States can begin by ensuring that certification, licensure, professional development, and evaluation all emphasize strategies to facilitate student engagement. But because the drive toward engagement cannot be a top-down proposition, states should also ensure common planning time and professional learning communities to enable educators to collaborate in designing and implementing engaging educational experiences, as has already happened in North Carolina and Delaware.²³

A number of national efforts help ensure that educators have the knowledge, skills, and dispositions to facilitate student engagement. For example, both the Interstate Teacher Assessment and Support Consortium (InTASC) and the Interstate School Leaders Licensure Consortium (ISLLC), which set out standards for teachers and leaders and which many states have adopted in some form, focus on empowering educators to engage students meaningfully.²⁴ When these standards are coupled with stronger preparation on the front end and evaluation and support on the back end,

policymakers can be more confident that their educators are equipped to promote student engagement.

3

Advance school climate guidelines that build an environment more conducive to student engagement.

Promoting engagement in a dysfunctional learning environment can overcome even the most skilled educators, and such environments jeopardize students' opportunities for all dimensions of engagement. Conversely, highly functional learning environments invite greater investment in learning by students, teachers, parents, and community members, inspire creativity, and give permission for all stakeholders to take informed risks to enhance student engagement.

Here again, there are both limits and opportunities for state policymakers: States cannot and should not be so prescriptive as to override the unique needs of schools and communities but can create guidelines to support functional learning environments. In addition to educator preparation, states can promote school climate standards that facilitate healthy, safe, and engaging experiences for all students.

A number of states do exactly this.²⁵ Adopted by the state board of education in 2012, the Kansas social, emotional, and character development standards not only identify the emotional and cognitive needs that schools should address but also identify how these standards reinforce existing college- and career-ready standards in math and English language arts (box 2).²⁶ In this same spirit, Washington and Idaho provide educators guidance on how to promote skills such as building relationships, communicating effectively, and constructive inquisitiveness, all of which advance cognitive, emotional, and behavioral engagement.²⁷

4

Invest in school structures that help personalize student learning and thereby expand student engagement.

Part of the impetus of the state efforts highlighted above is to achieve an important aspiration: enabling each student to fully express and build on individual gifts. School climate, well-trained educators, and aligned

Box 2. Kansas: Social, Emotional, and Character Development Standards

Adopted by the state board of education in 2012, the Kansas social, emotional, and character development standards include elements essential to creating more engaging learning climates:

- self-awareness skills such as understanding and analyzing thoughts and emotions;
- self-management skills such as setting, monitoring, adapting, and evaluating goals;
- social awareness skills such as being aware of the thoughts, feelings, and perspectives of others; and
- interpersonal skills such as maintaining positive relationships and preventing, managing, and resolving interpersonal conflicts.

measures are important to making this aspiration a reality, but not sufficient. Achieving this goal also requires states to make a concerted effort—from individual programs to broader changes in learning delivery—toward greater personalization of learning. Enabling policies go beyond ensuring that educational experiences are tailored to individuals; they invite participation from a broader range of stakeholders.

Good policymaking can reduce barriers educators face to meeting students' individual needs, as well as advance proactive programmatic initiatives and resources to support this personalization. Kentucky policy mandates that every student from 6th grade onward have Individual Learning Plans (ILPs), and from 8th grade onward those plans must include both personal and academic goals, bringing the student into an engaged partnership with the school as a means to achieve success.²⁸ These ILPs help set key aspirations, including associated benchmarks and goals, that will further the student's and school's engagement goals.

Other states have taken on similarly significant efforts. State boards in Colorado, New Hampshire, and Iowa, for example, have divorced seat time requirements from the means through which students attain academic credit, in the process expanding through

whom, where, when, and how students learn. In other states, efforts have been made to strategically use technology to remove barriers to engagement (see examples in NASBE’s 2012 Technology Study Group report).²⁹ These efforts share a common thread: Start with a student’s engagement needs, then remove barriers and proactively promote efforts to empower educators to meet those needs.

5

Encourage collaboration between schools and parent and community stakeholders to help meet students’ needs more comprehensively.

Considering these added roles and responsibilities in schools, our last recommendation comes as both necessity and opportunity: creating an educational experience for students that is significantly more engaging at the very least invites participation of parent and community actors—at the most, it demands it. These stakeholders already play an essential role in students’ cognitive, emotional, and behavioral engagement; more proactive engagement of them can ensure their influence is positive. Additionally, schools may not have the time, money, and expertise to accomplish all the functions highlighted above; greater stakeholder investment can help fill the gap. Lastly, greater stakeholder engagement can ensure continuity of efforts through inevitable leadership changes at the school, school district, and state levels.

Given these benefits, the question is not whether it would be wise to promote greater parental and community engagement but how. While states can’t compel partnerships to form, they can provide the tools, incentives, technical assistance, and other supports that make educational partnerships more likely. Such actions can range from providing schools “how to” guides on partnerships to more overt efforts such as encouraging partnerships as failing schools plan turnarounds and promoting structures such as community schools that create more avenues for parental and community engagement.

Many states have sought to increase family and community engagement to solve a range of problems. In order to promote personalized learning, the West Virginia State Board of Education established Local School Improvement Councils (LSICs), which are charged with communicating school initiatives to families and the communities, engaging families and communities in

educational activities that promote student success, and developing student leadership and voice, among other activities.³⁰ A number of other states, including Connecticut, advance whole-school models such as community schools to elicit stronger, more constructive partnerships between schools and their communities, engaging students more deeply in their communities while leveraging resources to remove barriers to student learning.³¹

Conclusion

By addressing these five recommendations on measurement, educator training, personalized learning, school culture, school climate, and dynamic partnerships, state boards of education can support a vibrant system in which significantly more students are cognitively, emotionally, and behaviorally engaged. What will such a system look like? It will be one in which students are actively crafting, shaping, and monitoring rigorous, relevant educational programs in partnership with supportive educators, peers, parents, and community members who know each student's needs.

Creating a system that more meaningfully engages students is a significant goal whose benefits extend beyond the classroom. A recent Gallup study showed that, while a strong relationship exists between number of engaged employees and earnings per share, only 22 percent of US employees report being engaged and thriving in their work.³² In other words, problems with engagement don't stop at K-12 doors. Like engaged classrooms, engaged offices achieve much greater productivity and success.³³

Promoting student engagement is no easy task. We ask policymakers to partner with students, educators, community members, parents, and others to address the multiple dimensions of student engagement with multiple concurrent initiatives. While it may seem daunting, many states have made significant gains toward these goals. This imperative drives their efforts: Unless classrooms, schools, school districts, and states better engage students, all other investments in education may be wasted. As states begin to tackle student engagement, they may find they are making substantial progress in other areas, and thus toward the fundamental goal of ensuring all students can graduate high school ready for success in college, career, and civic life.

Appendix: Video Links

Stakeholder Engagement

Peers. This Teaching Channel video shows how teachers can set up a classroom to enable constructive peer to peer interactions.

 <https://www.teachingchannel.org/videos/transformations-lesson-ccssmdc>

Teachers. These videos by America Achieves reflect teachers' experiences in translating college- and career-ready standards into greater student engagement.

 <http://www.americaachieves.org/issues/common-core-in-practice-great-teachers-demonstrate-moving-to-deeper-learning>

Schools. The Center for Advanced Research and Technology, a school outside of Fresno, California, uses a smaller learning community approach to personalize student learning. Students attend half the day and receive an education with a strong emphasis on project-based learning and facilitated through common themes that meet students' interests.

 <http://www.connectedcalifornia.org/video/?video=cart>

Communities. This NBC News story on community schools demonstrates how schools create partnerships to meet the personal, academic, and social needs of students.

 https://www.youtube.com/watch?v=iROiaFiv_7k&list=PL1104DE7676760782

Parents. This video from the Teaching Channel highlights how one district, ABC School District, uses parent engagement to advance student engagement and achievement.

 <https://www.teachingchannel.org/videos/getting-parents-involved>

1

Promote measures of educational success that emphasize student engagement.

Schools that emphasize student engagement often place greater emphasis on a broader set of measures and performance assessments. The first video highlights a school that emphasizes social and emotional learning measures, and the second highlights a school that uses portfolio assessment, which engages students and demonstrates readiness for college, career, and civic life.

- **5Essentials Survey.** This video describes a survey the Illinois State Board administers to ensure schools promote rigorous and engaging educational experiences for all students.

 <https://www.youtube.com/watch?v=P31TpyrwxjM>

- **Portfolio Assessment Video.** Envisions Schools' approach is to ensure students not only understand content but can demonstrate that understanding.

 <https://docs.google.com/a/nasbe.org/file/d/0B4A-HTYVJ2wvdG43aW5lVHY2Wnc/edit?pli=1>

2

Back an educator preparation, learning, and support continuum.

These videos from ConnectEd and the California Center for College and Careers highlight what the shift to improved teacher preparation and interaction might look like.

- **Teacher Externship.** This video highlights the benefits to teachers in participating in externship opportunities.

 <http://www.connectedcalifornia.org/video/?video=cci>

- **Curriculum Integration.** This video highlights ways teachers work together to integrate their curriculum across disciplines.

 <http://www.connectedcalifornia.org/video/?video=integrated>

3

Advance school climate guidelines.

Schools that are successful at engaging students attend to their emotional and behavioral engagement needs, as demonstrated in these videos on schools that create tiered systems and explicit goals around students' emotional and behavioral engagement needs.

- **Tiered Approaches.** Edutopia highlights a school that is implementing a Response to Intervention approach for addressing students' engagement needs.

🔗 <http://www.edutopia.org/practice/supporting-behavioral-needs-multi-tiered-approach>

- **Social and emotional learning.** This Learning Matters video produced for the PBS NewsHour highlights the importance of social and emotional learning to a school's success at achieving its overall learning goals.

🔗 <http://learningmatters.tv/blog/on-pbs-newshour/the-rise-of-social-and-emotional-learning/2301/>

4

Invest in school structures that help personalize student learning.

These videos below highlight how schools are restructuring time and using resources to personalize student learning.

- **Maine Proficiency-Based Learning.** The Maine Department of Education's Center for Best Practices highlights student experiences that demonstrate how flexibility in use of time can lead to high-quality student learning experiences.

🔗 <http://maine.gov/doe/cbp/videos.html>

- **Extended Learning Time for Deeper Learning.** The National Center on Time and Learning highlights ways one school leverages additional learning hours to support deeper learning.

 <http://www.timeandlearning.org/?q=making-time-hands-learning>

5

Encourage collaboration between schools and parent and community stakeholders.

These videos highlight some of the benefits of high-quality partnerships.

- **Work-Based Learning.** This video highlights the power of quality work-based learning opportunities on student learning.

 <http://www.connectedcalifornia.org/video/?video=workbased>

- **Partnerships That Contextualize Learning.** The video highlights the work of one smaller learning community, Life Academy in Oakland, California, in engaging students in meaningful, contextualized learning experiences that expose them to potential career opportunities.

 <http://www.connectedcalifornia.org/video/?video=good>

Notes

¹“Education and the Economy: New Alliance Economic Analysis Links Increased Educational Attainment to Economic Growth in 200+ Metro Areas,” *Alliance for Excellent Education*, accessed August 26, 2014, <http://all4ed.org/articles/straight-as-education-and-the-economy-new-alliance-economic-analysis-links-increased-educational-attainment-to-economic-growth-in-200-metro-areas/>.

²John M. Bridgeland, John J. DiIulio Jr., and Karen Burke Morison, “The Silent Epidemic: Perspectives of High School Dropouts,” *Civic Enterprises*, 2006, <http://eric.ed.gov/?id=ED513444>.

³Shane J. Lopez and V. Calderon, “Gallup Student Poll: Measuring and Promoting, What Is Right with Students,” *Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health, and Society* (2011): 117–34.

⁴Jennifer Fredricks, Phyllis Blumenfeld, and Alison Paris, “School Engagement: Potential of the Concept, State of the Evidence,” *American Education Research Association* 74, no. 1 (2004): 59–109, <http://ceep.indiana.edu/hssse/Fredricks.pdf>

⁵Here the study group is not referring simply to inquisitive student behavior that can be mistaken for disruptive behavior.

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