

RESOURCES

LEADERSHIP

AACU & CHEA. (2008). *New Leadership for Student Learning and Accountability*.

- ◆ http://www.chea.org/pdf/2008.01.30_New_Leadership_Statement.pdf

Arona, D. (2005). *Leadership in an Age of Uncertainty*. Boston, ME: Boston Harvard Business School Press.

- ◆ <http://mitleadership.mit.edu/pdf/LeadershipinanAgeofUncertainty-researchbrief.pdf>

Joint advisory committee. *Developing a Local Advisory Committee Resource Handbook*

- ◆ <http://www.nlc.state.ne.us/epubs/E2400/H044-2004.pdf>

Kotter, J.P. (1995). *Leading Change: Why Transformation Efforts Fail*.

Memorandum of Understanding sample agreement

- ◆ <http://www.calpass.org/Documents/CalPassMou.pdf>

COLLABORATION

Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Student levels of engagement (such as attendance, grades, suspensions) are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with school.

- ◆ <http://ici.umn.edu/checkandconnect/>
- ◆ <http://www.evidencebasedprograms.org/Default.aspx?tabid=163>

Free and Discounted Public Transportation

- ◆ <http://www.illinois.gov/transit/>

Harwell, S.H. (2003). *Teacher Professional Development: It's Not an Event, It's a Process*.

- ◆ <http://www.cord.org/uploadedfiles/HarwellPaper.pdf>

Guidance Counseling Across Secondary to Postsecondary Education—Handbook for “Opening Doors to Postsecondary Education and Training”

- ◆ <http://dpi.wi.gov/sped/pdf/tranopndrs.pdf>

Mentoring for Parents and Students – Some examples and more information can be found at these links:

- ◆ <http://www.eduguide.org/Parents/ParentsHome/tabid/107/Default.aspx>
- ◆ <http://home.nau.edu/parents/gifts/mentoring.asp>
- ◆ http://www.csulb.edu/divisions/students/studentdean/parent_handbook/mentoring-first-generation.htm

Advocacy for Parents

- ◆ <http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272130>
- ◆ <http://www.collegeparents.org/cpa/advocacy.html>

ACCESS AND OPPORTUNITY FOR LEARNING

Universal Design for Learning is a conceptual framework that combines knowledge, principles, and strategies from architecture, neuroscience, and education in an effort to create learning spaces that are inclusive and accessible for all learners by focusing on the person's strengths and preferences rather than their limitations. Some websites to check out for more information:

- ◆ <http://www.cast.org/research/udl/index.html>
- ◆ <http://www.greatschools.net/cgi-bin/showarticle/2490>
- ◆ <http://www.nectac.org/topics/atech/udl.asp>

Scaffold Learning – Learning environments created by educators, the instructional support that is provided, and the processes and language utilized recognize that good teaching builds upon connections from what the student already knows to new knowledge and skills. Teaching using learning scaffolds is critical because learning always proceeds from the known to the new. More information can be found at:

- ◆ <http://www.myread.org/scaffolding.htm>

ACCESSING CAREER INFORMATION AND DEVELOPMENT - TOOLS FOR CAREER EXPLORATION AND PLANNING

Career Cruising has assessment tools, detailed occupation profiles, and comprehensive post-secondary education information. Career selector allows interests to be linked to the Career Clusters.

- ◆ http://www.careercruising.com/public/pro_index.aspx

Employment and Training Center – can find information about Illinois jobs including initiatives for non-traditional employment.

- ◆ <http://www.ides.state.il.us/program/employer.asp>

One Source – This is the *Illinois Career Resource Network*. IDES site:

- ◆ www.ILWorkInfo.com/icrn

VirtualJobShadow.com is an on-line career exploration tool. This site is endorsed by the National Association of State Directors of Career and Technical Education Consortium.

- ◆ <http://www.virtualjobshadow.com/vjs.asp>

Job Shadow is an academically motivating activity designed to give kids the unique opportunity of an up-close look at the world of work and provide the answer to the commonly asked question, “Why do I have to learn this?”

- ◆ <http://www.jobshadow.org/>

EasyIEP® is an internet-based data system for the development of Individualized Education Plans (IEPs), letter of invitation, progress reports, and for the management of special education reporting.

- ◆ <http://www.maisd.com/sped.cfm?subpage=31245>

EQUITY

The Diversity Scorecard provides a means to involve campus leaders in the generation of knowledge about student outcomes disaggregated by the various groups of interest (e.g., ethnicity, gender, disability). Quite a few articles on this topic can be found at this link:

- ◆ <http://www.uwsa.edu/oadd/equity/articles.htm>

Some examples of the dashboard in relation to the scorecard idea can be found at these links:

- ◆ <http://dashboardspy.wordpress.com/2006/03/11/college-executive-dashboard-management-system/>
- ◆ http://www.idashboards.com/?gclid=CJysuKqS_5YCFSJIagodmH0HXg
- ◆ <http://www.enterprise-dashboard.com/2006/03/11/a-college-executive-dashboard-management-system/>

ALIGNMENT AND TRANSITION

Advisory Committee on Student Financial Assistance (2008). *Transition Matters: Community College to Bachelor's Degree*.

- ◆ <http://www.ed.gov/about/bdscomm/list/acsfa/transmattfullrpt.pdf>

Conley, D.T. (2005). *Align High School with College for Greater Success*.

- ◆ http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ741127&ERICExtSearch_SearchType_0=no&accno=EJ741127

Education Week. (2008). *Diplomas Count 2008: School to College. Can State P-16 Councils Ease the Transition?*

- ◆ <http://www.edweek.org/ew/toc/2008/06/05/index.html>

Golann, J.W. & Hughes, K.L. (2008). *Dual Enrollment Policies and Practices: Earning College Credit in California High Schools*

- ◆ <http://www.tc.columbia.edu/centers/concurrentcourses/publications.html>

Hoffman, N., Vargas, J., & Santos, J. (2008). *On Ramp to College: A State Policymaker's Guide to Dual Enrollment*.

- ◆ <http://www.jff.org/Documents/OnRamp.pdf>

Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). *From High School to the Future: Potholes on the Road to College*.

- ◆ http://ccsr.uchicago.edu/publications/CCSR_Potholes_Report.pdf

Strawn, J. (2007). *Policies to Promote Adult Education and Postsecondary Alignment*.

- ◆ <http://www.nationalcommissiononadulthoodliteracy.org/content/strawnbriefrev101807.pdf.pdf>

Willett, T., Hayward, C., & Dahlstrom, E. (2008). *An Early Alert System for Remediation Needs of Entering Community College Students: Leveraging the California Standards Test*.

- ◆ <http://www.calpass.org/CurrentReports/LeveragingCAStandardsTest.pdf>

ENHANCED CURRICULUM AND INSTRUCTION

Achieve. (2008). *The Building Blocks of Success: Higher-Level Math for All Students*.

- ◆ <http://www.achieve.org/files/BuildingBlocksofSuccess.pdf>

Kuh, G.D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*.

- ◆ https://secure.aacu.org/source/Orders/index.cfm?section=unknown&task=3&CATEGORY=LEAP&PRODUCT_TYPE=SALES&SKU=HIGHIMP&DESCRIPTION=&FindSpec=&continue=1&SEARCH_TYPE=

State Scholars Initiative. (2008). *Education Beyond The Rhetoric: Making “Rigor” Something Real*.

- ◆ <http://www.wiche.edu/statescholars/summit/summitPolicyBrief.pdf>

Steinberg, A. & Almeida, C. (2008). *Raising Graduation Rates in an Era of High Standards: Five Commitments for State Action*.

- ◆ <http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=17852>

PROGRAM IMPROVEMENT AND ACCOUNTABILITY

Data Quality Campaign. (2007). *Maximizing the Power of Education Data While Ensuring Compliance with Federal Student Privacy Laws: A Guide for State Policymakers*.

- ◆ http://www.dataqualitycampaign.org/files/Publications-FERPA_A_Guide_for_State_Policymakers.pdf

Leinbach, D. T. & Jenkins, D. (2008). *Using Longitudinal Data to Increase Community College Student Success: A Guide to Measuring Milestone and Momentum Point Attainment*

- ◆ <http://ccrc.tc.columbia.edu/Publication.asp?uid=570>

Lumina Foundation Lessons. (2008). *Students Aren't Just Data Points, but Numbers Do Count*.

- ◆ <http://www.luminafoundation.org/publications/LessonsWinter2008.pdf>

Lumina Foundation Lessons. (2005). *Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance*.

- ◆ <http://www.luminafoundation.org/publications/datadontdrive2005.pdf>

The Pathways To College Network. *College Access and Success State Data*

- ◆ <http://www.pathwaystocollege.net/statelibraries/>