

CSEP specific:

- Past list serv postings are archived on our Center web site and can be found at: <http://education.illinoisstate.edu/csep/resources/listserv.shtml>

Illinois specific –

- The Wallace Foundation is funding an external evaluator to conduct a survey from the field on the services of Advance Illinois. Please provide your input by completing the brief [survey](#).
- The University of Chicago Consortium for Chicago School Research is also conducting an on-line [survey](#) to gather input on the products and services that they offer. Please provide your input by completing their online survey.

Early Childhood

- **PBS Episode Features Child-Parent Centers:** A new PBS episode, [Are We Crazy about Our Kids?](#), features the work of the Child Parent Center initiative. The episode is part of the forthcoming documentary series, *The Raising of America: Early Childhood and the Future of Our Nation*.
- **Child Care and Development Block Grant:** A federal bill has been introduced to reauthorize the Child Care and Development Block Grant (CCDBG), the primary federal grant program that provides child care assistance for families and funds child care quality initiatives. Key features of the bill, include:
 - Each state will be required to devote more funding to quality initiatives like training, professional development, and professional advancement of the child care workforce.
 - CCDBG providers must meet certain health and safety requirements, related to prevention and control of infectious diseases, first aid and CPR, child abuse prevention, administration of medication, prevention of and response to emergencies due to food allergies, prevention of sudden infant death syndrome and shaken baby syndrome, building and physical premises safety, and emergency response planning.

You can view the bill [here](#) and a synopsis of CCDBG [here](#).

- **Research on Home Visiting Programs:** A meta-analysis of 55 studies examining the effects of home visiting programs on parents' parenting behaviors and children's cognitive and language development confirms that home visiting programs have an overall positive impact on these outcomes.
- A [new report](#) from the **McCormick Center for Early Childhood Leadership** documents the Center's work on the implementation of longstanding leadership development around the Taking Charge of Change Leadership training, including lessons learned, and the impact Taking Charge of Change has had on the early childhood field in Illinois
- The **National Women's Law Center** has developed a fact sheet that provides updates on the status of early learning and child care in each state. Read more [here](#).
- The **Center for American Progress** released a fact sheet entitled "*The Top 10 Myths about Preschool,*" which responds to some arguments made by critics of preschool access expansion. Read the article about the fact sheet [here](#) or download the fact sheet [here](#).
- The **Annie E. Casey Foundation** has released the 24th edition of its annually produced [KIDS COUNT Data Book](#), which includes the latest data on child well-being for every state, the District of Columbia and the nation. The information contained in the publication is also available through the [KIDS COUNT Data Center](#), which allows users to create custom tables based on selected indicators and data. Access individual state data [here](#) and the interactive data wheel [here](#).

K-12 Schools

- This legislative session, Illinois lawmakers passed a resolution to create a legislative advisory committee, the [Illinois Advisory Committee on Education Funding](#), to review the current funding formula for funding Illinois schools. Helpful to their work might be resources located on the web site of the [Committee for Education Funding](#), a national education coalition that works to achieve adequate federal support for our nation's education system.

- The **National Center for Education Statistics** has recently released [updated data](#) on state policy changes on accountability, testing, finance, school choice, and other issues.
- The **Education Commission of the States** released two studies,
 - [Reading Interventions for Spanish-Dominant English Language Learners](#) found quality of instruction is more important than language of instruction and recommends a focus on professional development in strategies.
 - [Building On-Track Indicators for High School Graduation and College Readiness](#)- found that while students on track at the end of ninth grade are more likely to graduate on time, gender and racial-ethnic gaps remain and that despite these gaps, the on-track indicator remains a tool for identifying students who will most likely need help meeting graduation requirements. It recommends that while the data highlights at-risk students, it should be used to change instruction to alter the dropout cycle.
- **Student Data Systems**- Nebraska and 13 other states are part of the [Ed-Fi Alliance](#), a nonprofit subsidiary of the Michael and Susan Dell Foundation, that provide an automated, one-stop shop for teachers, principals, and others looking for information on students' test scores, attendance patterns, class rosters, and more. [Read more...](#)
- **5 Essentials Survey** - Over 1.1 million students, teachers and parents completed the first Illinois' statewide education survey encompassing thousands of classrooms. These anonymous responses will provide insight into how teachers teach, children learn and principals lead. The goal of this survey is to improve the state's public schools. [Read more...](#)

Teacher and Leadership Effectiveness

- **Policy Studies Associates (PSA)** has completed a new report on six large school districts working to build its leadership continuum and capacity. Click here to read [Building a Stronger Principalship: Six Districts Begin the Principal Pipeline Initiative](#).
- [Arne Duncan Allows Waiver Extra Time on Teacher Evaluation](#) -The Department of Education [announced](#) that some states with No Child Left Behind waivers will be able to postpone using student growth for teacher evaluation decisions. Extra time will be given on a case-by-case basis.
- The **American Institutes of Research and Public Agenda** released "*Everyone at the Table*" with a companion web-based resource, video resources that provide useful strategies for getting teachers involved in evaluation reform. Click [here](#) for more information.
- The **Aspen Institute Education and Society Program** has published [several profiles](#) in an effort to strengthen efforts moving forward regarding improving systems for supporting and evaluating teachers.
- **Leadership Development in Denver Public Schools** -. [Beyond Buy-In](#) examines the ways Denver has created active leadership roles for teachers and the union, as well as many informal and anonymous channels for teachers to provide feedback and guidance on the Leading Effective Academic Practice (LEAP) initiative. *Beyond Buy-In* investigates how Denver's approach has grown and how it can support the work of other systems nationwide.
- **New teacher education accreditation standards:** A panel tapped by the national accreditation body for teacher preparation has finalized a set of standards that, for the first time, establishes minimum admissions criteria and requires programs to use much-debated "value added" measures, where available. The action promises to have major ramifications for how programs select, prepare, and gauge the success of new teachers.
- **Free Leadership Videos:** [Critical Conversations about School Leadership](#), a new collection of video resources that target school principals and the people who train and support them, are now available on the PBS Learning Media. These videos are designed to help shape conversations among policy makers, state and district leaders, training providers, aspiring leaders, and others around the importance of school leadership and how it can best be developed.
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Common Core Standards

- Five states have formally adopted the Science Common Core Standards with the Washington State Board of Education voting recently to recommend adoption of the [Next Generation Science Standards](#).
- [How to prepare students for tests under the common core](#) - The implementation of the Common Core State Standards will largely overhaul assessments and this article discusses the shifts in context, rigor and synthesis. Teachers will have to prepare students for standardized tests, in part, by having students research, create and problem-solve -- all while using various sources and tools.
- **Op-Ed: Why the Common Core is Good for Special Education Students** –“When I arrived for the first day at my new school, there was a separate room for "those kids."It didn't matter how I looked at it, there was a clear line drawn between special education students and general education students. They had their own teachers, their own room, their own routines, and their own community. They even had their own curriculum.” [Read more...](#)
- **College Greenlight**, a resource focused on making it easier for first generation and underrepresented students to attend college by allowing high school counselors and community based organizations to provide support to their students throughout the college search and application process. Click [here](#) for more information.
- **Common Core Assessments**- The [PARCC governing board](#) approved descriptions of the skills and knowledge that students must have, at each grade level and in each subject, to demonstrate specific levels of mastery on the Common Core assessments. The board also voted to approve the first edition of the accessibility and accommodations manual for the assessment of students with disabilities and English learners.
- **Assessments/Common Core** - Assessment experts have identified five factors that make assessments high quality. Their [report](#) urges states and districts to demand the criteria when evaluating or building assessment systems.
- **New Common Core Resource** -CCSSO has released an innovative new resource called the [InTASC LumiBook](#) that can potentially serve as a model for the new kind of learning associated with the Common Core. This tool provides an interactive, cloud-based e-reading experience that allows readers to collaborate in an online community where they engage with each other and the author by posting comments, sharing files and ideas, and creating online discussions directly in the text of the book.
- **Common Core in the Math and ELA Classroom** - The Center for K-12 Assessment and Performance Management recently released a publication entitled [“Seeing the Future: How the Common Core Will Affect Mathematics and English Language Arts in Grades 3-12 Across America”](#) that explores the various changes that will take place in classrooms that teach the Common Core. The publication includes fourteen content experts who are working in states throughout the country and their analysis of sample assessment test items and the implications of Common Core in the classroom.
- **EngageNY Video** - A [new video](#) on the New York State Department of Education’s EngageNY website illustrates what the shifts in the Common Core mean in practice. The video is told through the voice of teachers, principals, and administrators and does a wonderful job showing the reaction of students toward learning in a Common Core classroom.
- [Common Core: Setting the Record Straight](#) - In this commentary, the authors explain the history and driving forces behind the development of the Common Core State Standards. Their article also responds to some of the concerns regarding the standards as most states and the District of Columbia move toward implementation.
- **Articles Combat Common Core Myths** In addition to Chris Minnich and Richard Laine’s article, several other op-eds were published in the past few weeks that support the Common Core and dispel some of the most prevalent myths.
 - [USA Today editorial](#) strongly supports the Common Core and addresses the myths fueling opposition.
 - Utah State Board of Education member David Thomas addresses the [true intent and purpose of the Common Core](#).

Community Schools

- **Community Schools: A Model for the Middle Grades** - this commentary calls for the expansion of community schools in low-income communities, particularly to support students in the critical middle school years. Most notably, they point to the benefits of increasing mental and physical health supports for students, providing adequate emotional and behavioral support for adolescents, and promoting parent engagement.
 - [Read the full commentary.](#)
 - [Read this research brief from Elev8 Chicago.](#)
- **Measuring Social Return on Investment for Community Schools** - a case study and companion guide designed to help educators and administrators across the country begin to measure and communicate the social and economic value of community schools.
 - [Download the case study.](#)
 - [Download the full guide.](#)
- **The Role of Community Schools in Place-Based Initiatives: Collaborating for Student Success** – a paper that explores how community schools provide the needed local infrastructure and community buy-in for place-based initiatives to gain traction.
 - [Download the paper.](#)
- A blog series on community schools is sponsored by [The Wallace Foundation](#). Each week, you can see new topics at <http://coalitionforcommunityschools.blogspot.com/>. Free resources on expanded learning opportunities can be accessed at The Wallace Foundation web site at www.wallacefoundation.org.

P-20 Data

- **America's Children, 2013** - highlighting the latest data and recent trends on children and their families prepared by the 22 federal agencies of the Federal Interagency Forum on Child and Family Statistics. It contains 41 key indicators on important aspects of children's lives and features 7 domains—family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. The report, press release, tables and figures can be found at childstats.gov.

Higher Education

- **Tailoring Remediation to Students' Needs:** One-size-fits-all developmental classes are becoming archaic. This [brief](#) examines ways to redesign remedial education to better match students' skills and improve their success rates. Accelerated classes are one way to do that -- content is compressed or self-paced. Some colleges use a model in which online software, intensive instruction, and individual assistance replace lectures. Other accelerated pathways through developmental education include modular and competency-based designs, which target students' specific deficits, sequencing redesigns which align coursework to fit the student's major -- statistics instead of algebra, for example -- and finally, co-enrollment, in which students take a developmental course and a college-level course on the same subject. The remedial course provides academic support while the student earns credit.
- **Statewide Remedial Education Design:** Highlighting statewide reforms, this [paper](#) takes a look at Colorado and West Virginia, both of which received \$1 million grants from Complete College America and the Bill and Melinda Gates Foundation, and Tennessee, where the Tennessee Board of Regents launched its statewide redesign of developmental math education in 2006. In Colorado, a developmental education taskforce has implemented reforms that include open entry/exit math labs; accelerated, compressed, contextualized, mainstreaming clusters; online hybrids; and modularization and diagnostic assessments. The most promising delivery models will be implemented at the state's 13 community colleges by 2014. West Virginia, too, is in the midst of an evaluation process using the same best practices as Colorado, but its plan is to include the use of learning communities as well.
- **Why Some Low-Income, High-Achieving Students Don't Apply to Prestigious Colleges:** A [study](#) by the National Bureau of Economic Research looked at why low-income, high-achieving students who don't apply to selective colleges come from districts too small to support selective public high schools..

- **Want to Improve College-Going? Provide Information** -Low-income and first-generation students often lack understanding of how much college costs, how much financial aid is available, and how the college admissions process works. A randomized field [study](#) in Toronto-area high schools found that short, interactive videos can promote the benefits of postsecondary education while changing college expectations and behaviors of high school students. Information campaigns like these could serve as prompts for more authentic and intentional college-going behaviors, such as completing a college application, applying for financial aid, and making a college visit. (New to the ECS Research Studies Database)
- **Early Colleges Make a Difference** - The Early College Initiative was launched in 2002 by the Bill & Melinda Gates Foundation to give traditionally underrepresented students a chance to enroll in college while still in high school. The [results](#)? More early college students graduated from high school than the control group, they were more likely to enroll in two- and four-year colleges, and were more likely to earn a college degree. The impacts were similar regardless of gender, race/ethnicity, family income, achievement before high school, and whether they were the first in their family to attend college. (American Institutes for Research, SRI International)
- **College Completion Gaps** - The primary driver of the black-white college graduation gap is a difference in "pre-entry" traits such as ACT scores and high school class rank, according to a National Bureau of Economic Research study. The [study](#) is based on data from Missouri, but the researchers suggest that the findings could apply nationally, although they cite several limitations. (*Inside Higher Ed*, 07/02/13)
- **College Loan Default Rates** - More than 260 colleges and universities in 40 states, the District of Columbia and Puerto Rico have students who are more likely to default on their loans than full-time freshmen are to graduate, an [analysis](#) of federal data shows. Hundreds of thousands of students are enrolled at the 265 schools, nearly half of which are operated by for-profit colleges, a USA TODAY analysis shows.
- **A new study** by the Center on Education and the Workforce predicts there will be 55 million job openings through 2020 with 24 million newly created and 31 million due to retiring baby boomers. About 65% of those jobs will require some postsecondary education and -- at current rates of production -- the United States will fall short of workers with postsecondary education by 5 million.

Events and Opportunities

- The NEA and Teach Plus have developed a **Policy Fellowship** program for this coming year. The kick-off face-to-face meeting will be held in mid-September. [Click](#) for more information.
- Join us **September 12th at the Bloomington/Normal Marriott for the College and Career Readiness Institute!**The College and Career Readiness Institute is a product of the Bridging the Gap project, which is focused on local curriculum alignment efforts centered around the common core state standards. This institute is designed to showcase local alignment initiatives and innovative practices focused on remedial/developmental education reform, academic innovation, and curriculum alignment and partnerships between secondary and postsecondary institutions. **To submit a request for presentation and/or to register [click here](#)**, or follow the direct link at <http://icsps.illinoisstate.edu/illinois-career-and-technical-education-professional-development-center/college-career-readiness/>
- *The American Youth Policy Forum is hosting a webinar on **High School Credit for Expanded Learning Opportunities in Providence, Rhode Island** on **Monday, July 22, 2013, 1-2:30 PM EST**. The webinar will feature examples of efforts to grant more flexibility to gain credit for activities beyond the school day, and increasingly districts and states are starting to allow such flexibility. To register for the webinar, [click. Register here.](#)*