

This Resource Guide contains information that has been found to be helpful on this topic. It contains only websites with materials that can be accessed at no cost.

Breaking Ranks – National Association of Secondary School Principals

<http://www.nassp.org/school-improvement/breaking-ranks-comprehensive-framework>

Breaking Ranks: The Comprehensive Framework for School Improvement offers an integrated approach to school improvement that recognizes that substantive improvement will only be successful and sustainable if it is continuous, involves an ongoing and rigorous analysis of the entire school's needs, and takes into account the interdependence of elements within a learning community. It incorporates four critical questions that each school must answer as they begin the process of school improvement: why, what, how, and who?

Breaking Ranks in the Middle – National Association of Secondary School Principals

<http://www.nassp.org/school-improvement/breaking-ranks-in-the-middle>

Breaking Ranks in the Middle, a follow-up to *Breaking Ranks II: Strategies for Leading High School Reform*, provides middle level leaders with knowledge, strategies and tools to use to engage the middle level community – staff, students, parents & community members – as they work together to create an academically rigorous, personalized learning environment that leads to improved student performance.

Circle of Adults Focusing on Education (C.A.F.E.) Process

<http://www.parentmentors.org/Community/Cafe.php>

“Circle of Adults Focusing on Education,” or C.A.F.E., is a group of five to eight parents, educators, and community leaders who listen to and learn from one another so they can find ways to turn their concerns into solutions and their goals into action. The ultimate goal of a C.A.F.E. is to improve outcomes for students. To achieve such results, a C.A.F.E. provides a forum where the group can focus on topics of mutual interest or concern by sharing ideas, experiences, and personal wisdom in order to create positive action and solutions. The small size of the group encourages meaningful dialogue and a comfortable structure for brainstorming and problem solving.

Center for School Based Mental Health

www.schoolmentalhealth.org

SchoolMentalHealth.org is designed for use by anyone interested in learning more about how to enhance school mental health. It is the intention that these resources will help to enhance mental health promotion, prevention, treatment, and referral and will provide practical tools for improving school environments. The site is organized into segments according to the interests

common to those with particular roles in the school community--teachers, caregivers, clinicians, and students.

Center on the Social Emotional Early Foundations for Learning

<http://csefel.vanderbilt.edu>

The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

Credentialed by 26- Forum for youth Investment

<http://www.forumfyi.org/category/series/ready-21-credentialed-26>

Credentialed by 26 provides resources to insulate the education pipeline for older, vulnerable youth, by providing the supports necessary for their success. It identifies partners that need to be mobilized and policy approaches that need to be enacted in order to significantly increase completion rates and help more young people successfully transition to adulthood.

Georgetown University Center for Child and Human Development

<http://gucchd.georgetown.edu>

Technical Assistance Center for Children's Mental Health; includes policy and training information.

Graduate First: A Georgia Initiative

<http://www.graduatefirst.org/>

This Website is developed through Georgia's State Personnel Development Grant (SPDG). Developed materials and resources for families, students, educators, and organizations are focused on helping students with disabilities stay in school and graduate. You can find video clips, webinar links, and presentations for a wide range of audiences. An Implementation Guide and data tools are available to help schools begin to develop their own Action Plan in a focus area of need to increase the graduation rate in their school. Suggestions are available for academic and behavioral strategies to help students stay engaged and stay in school.

IDEA Partnership: Creating Dialogue

http://ideapartnership.org/index.php?option=com_content&view=section&id=13&Itemid=53

IDEA 2004 requires people in different roles to work together. It is easier to work together and more productive if you understand their stakeholder role and what

the statute and regulations requires of them. It is also important to understand their views or how they think and feel about these requirements.

Dialogue Guides are tools for community leaders to bridge the gap between what the law says we should do and how we actually do it in our community. Community stakeholders (families, practitioners, professional associations, higher education, policymakers, and legislators) all over the country can interact in focused conversation

Dialogue Guides raise questions that encourage and support community stakeholder members in conversation. Shared understanding and better implementation of IDEA 2004 is the goal, which ultimately results in improved outcomes for children and youth.

http://ideapartnership.org/media/documents/Dialogue_Guide_Facilitator_Handbook.pdf

To gain a better understanding of the facilitator's roles and responsibilities in conduction dialogue, we invite you to read and download the Dialogue Guide Facilitator Handbook.

I'm Determined

<http://www.imdetermined.org>

This website contains brochures, power point presentations, video clips, lesson plans, and five strategies with templates and examples all designed to assist parents and teachers with helping youth become more self-determined. There are also several modules that were developed to help service providers gain more insight and understanding about self-determination. The site contains information for educators, parents and students.

National Association of Elementary School Principals Foundation Task Force on Early Learning

<http://fcd-us.org/sites/default/files/NAESP%20Task%20Force%20Report.pdf>

Task force report on *Building & Supporting an Aligned System: A vision for Transforming Education Across the Pre-K – Grade Three Years*

National Center on Response to Intervention

<http://www.rti4success.org/>

The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- established the National Center on Response to Intervention. The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/EIS. The Center's work is organized into the following service areas:

- Knowledge production activities that include a rigorous technical review to determine which tools, practices, and implementation strategies are deemed scientifically valid and appropriate for TA&D;

- Expert trainings and follow-up activities (both face-to-face and at a distance) to drive implementation supports for RTI/EIS on a broad scale; and
- Information dissemination activities that will involve forming partnerships and reaching out to target stakeholders via ongoing communication, including web-based telecommunication

National Center on Universal Design for Learning

www.udlcenter.org/

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. Founded in 2009, the National UDL Center supports the effective implementation of UDL by connecting stakeholders in the field and providing resources and information.

National Dropout Prevention Center for Students with Disabilities

www.ndpc-sd.org

<http://www.dropoutprevention.org/home>

The ultimate goal the National Dropout Prevention Center for Students with Disabilities is to provide high quality, evidence-based technical assistance to help states build and implement sustainable programs and best practices that will yield positive results in dropout prevention, reentry, and school completion for students with disabilities. NDPC-SD has the following four interrelated goals, which captures its overarching purpose and supports the Center's mandate.

- Goal 1: Increase the awareness of policymakers, administrators, and practitioners about dropout prevention, reentry, and school completion.
- Goal 2: Increase the number of states that set and meet reasonable and rigorous performance targets for State Performance Plan (SPP) Indicators 1 and 2.
- Goal 3: Help State Education Agencies (SEAs) and Local Education Agencies (LEAs) develop and improve data systems to track students at risk of dropping out.
- Goal 4: Help SEAs and LEAs implement and evaluate effective, comprehensive school-completion models, practices, and systems for students with disabilities.

National High School Center

<http://www.betterhighschools.org>

The National High School Center, based at the American Institutes for Research, provides the latest research, user-friendly tools and products, and high-quality technical assistance on high school improvement issues.

Ready by 21 - Forum for Youth Investment

<http://www.forumfyi.org/readyby21>

Ready by 21 is an innovative set of strategies developed by national experts at the Forum for Youth Investment with decades of youth policy experience that help communities improve the odds that all children and youth will be ready for college, work and life.

Ready by 21 is built on the Four Building Blocks for Effective Change:

- Build broader partnerships
- Set bigger goals
- Use better data and information
- Implement bolder strategies

Technical Assistance and Dissemination Network

www.tadnet.org

Ready resource that connects one to all the US Department of Education Office of Special Education's Technical Assistance Centers

Technical Assistance Center on Positive Behavior Interventions and Supports

www.pbis.org

Established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices

Technical Assistance Center on Social Emotional Intervention for Young Children

www.challengingbehavior.org

Practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities

This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.