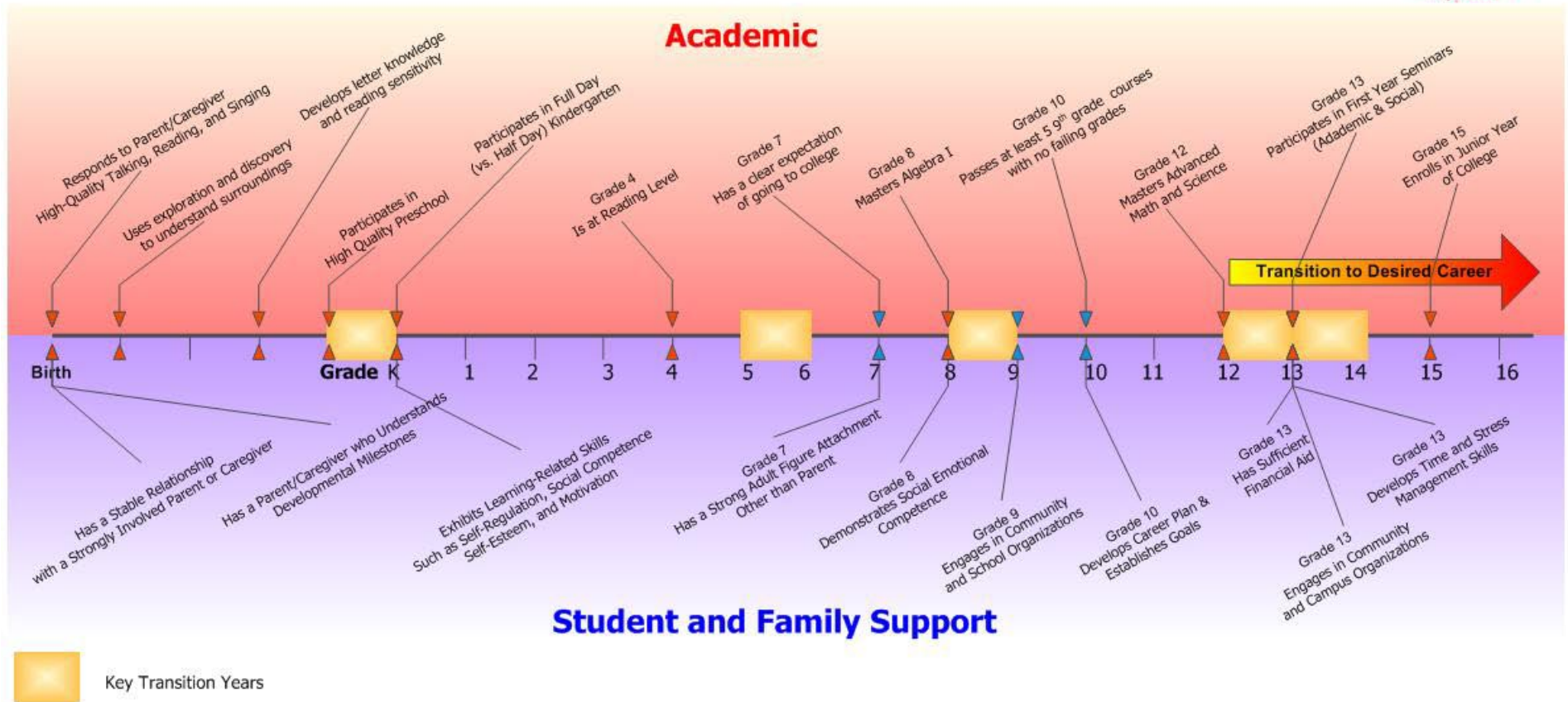


Student's Roadmap to Success: Critical Benchmarks and Transition Years



Researched by the University of Cincinnati, Center for Urban Education 2006

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The horizontal span of the Roadmap is a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes appear on the gridline to highlight the points of key transition years: starting kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Also, along the way are important the milestones or checkpoints of a youngster's developmental stages with the indicators that will provide positive evidence of progress. The rationale for the goals at each of the benchmarks is well documented in the bibliographies that accompany the Roadmap. Above the gridline are expected academic outcomes for each benchmark, and below the gridline are the anticipated results of student and family support.

Academic Benchmarks

Responds to Parent/Caregiver High-Quality Talking, Reading, and Singing

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Uses Exploration and Discovery to Understand Surroundings

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Participates in a High-Quality Preschool

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Barnett, S. W. Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program. (Ypsilanti, MI: High/Scope Educational Research Foundation; Reynolds, 1996).; A. J., Temple, J. A., Robertson, D. L., & Mann, E. "Age 21 cost-benefit analysis of the title I Chicago child-parent centers." (2002). *Educational Evaluation and Policy Analysis, 24*(4), 267-303.

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Peisner-Feinberg, E., Burchinal, M., Clifford, R., Culkin, M., Howes, C., Kagan, S. et al. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72*(5), 1534-53.

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Brady, S., & Moats, L. C. (1997). Informed instruction for reading success: Foundations for teacher preparation. Baltimore: International Dyslexia Association.

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Fashola. (1998). Effective dropout prevention and college attendance programs for students placed at risk. *Journal of Education for Students Placed at Risk (JESPAR)*, 3(2), 159.

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Allensworth, Elaine M., (2004). The On-Track Indicator as a Predictor of High School Graduation

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Demonstrates Strong Social Emotional Competence by Eighth Grade

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Engages in Community and School Organizations

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Develops Career Plan and Establishes Goals by Tenth Grade

*Gray, K. (2000). *Getting Real: Helping Teens Find Their Future*.

Has Sufficient Financial Aid

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Key Transition Years

Age 4-5 (Preschool to Kindergarten)

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Age 10-11 (Elementary School to Middle School)

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Age 13-14 (Middle School to High School)

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Age 17-18 (High School to Freshman Year of College)

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*Smith, S. E. (1997). High School-to-College Transition: An Intervention to Reduce Student Anxiety. *Journal of College Admission*, no. 157, 8.

Age 18-19 (Freshman Year to Sophomore Year of College)

*(2005). Sophomores: Invisible Students, Real Needs. *National On-Campus Report*, 33(16), 1.

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