

<b>9:00 – 9:40 Concurrent Session I</b>			
<b>Altgeld Room</b>	<b>Bond Room</b>	<b>Ottawa A</b>	<b>Ottawa B</b>
<p><b>Yuqin Gong</b></p> <p>Illinois Education Research Council <i>The divergence of the river: Examining the effect of academic “mismatch” on college students’ early attrition</i></p>	<p><b>Kelci Price and Bret Feranchak</b></p> <p>Chicago Public Schools <i>University programs for teachers gaining endorsements in math and science to meet NCLB “highly qualified” status: Preliminary indications of outcomes</i></p>	<p><b>Penny Billman and Carol Diedrichsen</b></p> <p>Northern Illinois University <i>Comprehensive school reform in Illinois</i></p>	<p><b>Elaine Allensworth and John Easton</b></p> <p>Consortium on Chicago School Research <i>A close look at why students succeed or fail in the transition to high school and the implications for graduation</i></p>
<b>9:50 – 10:30 Concurrent Session II</b>			
<p><b>Gudelia Lopez</b> (presenting for <i>Ilona Vincent</i>)</p> <p>Chicago Public Schools <i>Postsecondary employment of Chicago Public Schools 2004 graduates</i></p>	<p><b>Brenda Klostermann and Brad White</b></p> <p>Illinois Education Research Council <i>Pipelines and pools: Meeting the demand for early childhood teachers in Illinois?</i></p>	<p><b>Susan Spote, W. David Stephens and Marisa de la Torre</b></p> <p>Consortium on Chicago School Research <i>Implementation and outcomes: A study of small high schools in Chicago</i></p>	<p><b>Julia Panke-Makela and Debra D. Bragg</b></p> <p>University of Illinois at Urbana-Champaign <i>Dual credit policy: Lessons from the perspective of admissions officers in 4-year colleges and universities in Illinois</i></p>
<b>10:45 – 11:25 Concurrent Session III</b>			
<p><b>Jennifer Presley and Yuqin Gong</b></p> <p>Illinois Education Research Council <i>Following the Illinois high school class of 2002: Three years into college</i></p>	<p><b>Andrew Brulle, Laura Barwegen, and Heather Goreham</b></p> <p>Wheaton College <i>Illinois principals’ attitudes toward practicum placements and portfolios</i></p>	<p><b>Camille Farrington</b></p> <p>University of Illinois at Chicago <i>Growing daisies in the snow: Creating good Chicago charter schools out of bad Illinois charter legislation</i></p>	<p><b>Eliza Moeller and Macarena Correa</b></p> <p>Consortium on Chicago School Research <i>The self-guided transition: Information, guidance, and support for high school students in their quest for a college education</i></p>
<b>11:35 – 12:15 Concurrent Session IV</b>			
<p><b>Melanie LaForce</b></p> <p>Chicago Public Schools <i>College retention in Chicago Public Schools 2003 graduates</i></p>	<p><b>Ellen Behrstock</b></p> <p>University of Oxford <i>Teacher labour market policy-making in Illinois and England: A comparative history</i></p>	<p><b>Robin Ehrhart, Mary McDonald, Tammy Douglass, Mike Gibler and Jason Potter</b></p> <p>Springfield School District <i>Supporting teachers in the early years: From the teachers’ perspective</i></p>	<p><b>Jenny Nagaoka</b></p> <p>Consortium on Chicago School Research <i>Working to my potential: A look at differences in the academic expectations, classroom environment, and experiences in different curricular tracks</i></p>