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## CHAPTER-BY-CHAPTER ANSWER KEY

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The Council is proud to have advocated for 'Bridging the Gap' and proud to have called for housing, additional funding and more social services to support young homeless New Yorkers," said Corey Johnson, Speaker of the New York City Council. "Students should focus on their homework and not worry about where they have to sleep that night.

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college students in community colleges and / or ESL programs. Includes textbook excerpts to read, analyze, and answer questions in the form of fill-in's, multiple choice, T/F. Some exercises deal with looking for material on the Internet. Includes a glossary of basic terms. It is heavily illustrated"--

For courses in Developmental Reading. Builds on the skills for college reading success Bridging the Gap encourages students to build on their previous reading experience to develop strategies for the demands of college reading. The authors help students create schemata through numerous academic readings and videos, and ultimately build new "bridges" with text-to-text, text-to-world, and text-to-self connections. At the same time, fundamentals are strengthened through comprehensive skill instruction, critical-thinking activities, dependable exercises and examples, vocabulary development, and abundant high-interest readings. Each chapter introduces a new strategy, provides short exercises, and then offers practice through longer textbook selections. A new sequencing of topics begins with subjects that are critical to college reading success. Also available with MyReadingLab(tm) MyReadingLab is an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their

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understanding, and pursue a personalized study plan that helps them develop their reading skills and promotes transference of those skills to college-level work. Full-length readings and assignments from the text are available in the etext version of MyReadingLab, strengthening the connection between the classroom and work done outside of class. Note: You are purchasing a standalone product; MyReadingLab does not come packaged with this content. Students, if interested in purchasing this title with MyReadingLab, ask your instructor for the correct package ISBN and Course ID. Instructors, contact your Pearson representative for more information. If you would like to purchase both the physical text and MyReadingLab, search for: 0134075196 / 9780134075198 Bridging the Gap Plus MyReadingLab with Pearson eText -- Access Card Package Package consists of: 0133995135 / 9780133995138 MyReadingLab with Pearson eText -- Glue in Access Card 0133995143 / 9780133995145 MyReadingLab with Pearson eText -- Inside Star Sticker 0134072766 / 9780134072760 Bridging the Gap: College Reading

College-for-all has become the new American dream. Most high school students today express a desire to attend college, and 90% of on-time high school graduates enroll in higher education in the eight years following high school. Yet, degree completion rates

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remain low for non-traditional students—students who are older, low-income, or have poor academic achievement—even at community colleges that endeavor to serve them. What can colleges do to reduce dropouts? In *Bridging the Gaps*, education scholars James Rosenbaum, Caitlin Ahearn, and Janet Rosenbaum argue that when institutions focus only on bachelor's degrees and traditional college procedures, they ignore other pathways to educational and career success. Using multiple longitudinal studies, the authors evaluate the shortcomings and successes of community colleges and investigate how these institutions can promote alternatives to BAs and traditional college procedures to increase graduation rates and improve job payoffs. The authors find that sub-baccalaureate credentials—associate degrees and college certificates—can improve employment outcomes. Young adults who complete these credentials have higher employment rates, earnings, autonomy, career opportunities, and job satisfaction than those who enroll but do not complete credentials. Sub-BA credentials can be completed at community college in less time than bachelor's degrees, making them an affordable option for many low-income students. *Bridging the Gaps* shows that when community colleges overemphasize bachelor's degrees, they tend to funnel resources into remedial programs, and try to get low-performing students on track for a BA. Yet,

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remedial programs have inconsistent success rates and can create unrealistic expectations, leading struggling students to drop out before completing any degree. The authors show that colleges can devise procedures that reduce remedial placements and help students discover unseen abilities, attain valued credentials, get good jobs, and progress on degree ladders to higher credentials. To turn college-for-all into a reality, community college students must be aware of their multiple credential and career options. Bridging the Gaps shows how colleges can create new pathways for non-traditional students to achieve success in their schooling and careers.

A narrative account of the author's investigation into the world's economic gap describes her rediscovery of a blue sweater she had given away to Goodwill and found on a child in Rwanda, in a passionate call to action that relates her work as a venture capitalist on behalf of impoverished nations. Reprint.

Today, most substance abuse treatment is administered by community-based organizations. If providers could readily incorporate the most recent advances in understanding the mechanisms of addiction and treatment, the treatment would be much more effective and efficient. The gap between research findings and everyday treatment

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practice represents an enormous missed opportunity at this exciting time in this field. Informed by real-life experiences in addiction treatment including workshops and site visits, *Bridging the Gap Between Practice and Research* examines why research remains remote from treatment and makes specific recommendations to community providers, federal and state agencies, and other decisionmakers. The book outlines concrete strategies for building and disseminating knowledge about addiction; for linking research, policy development, and everyday treatment implementation; and for helping drug treatment consumers become more informed advocates. In candid language, the committee discusses the policy barriers and the human attitudes--the stigma, suspicion, and skepticism--that often hinder progress in addiction treatment. The book identifies the obstacles to effective collaboration among the research, treatment, and policy sectors; evaluates models to address these barriers; and looks in detail at the issue from the perspective of the community-based provider and the researcher.

*Assessment in Support of Instruction and Learning* is the summary of a National Research Council workshop convened to examine the gap between external and classroom assessment. This report discusses issues associated with designing an assessment system that meets the demands of public

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accountability and, at the same time, improves the quality of the education that students receive day by day. This report focuses on assessment that addresses both accountability and learning.

Bridging the Values Gap Business has a values problem. It's not just spectacular public scandals like Enron (which, incidentally, had a great corporate values statement). Many companies fail to live up to the standards they set for themselves, alienating the public and leaving employees cynical and disengaged—resulting in lower productivity, less innovation, and sometimes outright corruption. The reason, argue top scholars and consultants Edward Freeman and Ellen Auster, is that all too often values are handed down from on high, with little employee input, discussion, or connection to the challenges and opportunities facing the organization. Although the words may be well-intentioned, they aren't reflected in the everyday practices, policies, and processes of the organization. This practically invites disconnects between intention and reality. To bridge this gap between the “talk” and the “walk”, Freeman and Auster provide a process through which organizations can collectively surface deeply held values that truly resonate with everyone, from top to bottom. Their Values Through Conversation (VTC)

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process focuses on four key types of values conversations: introspective (reflecting on ourselves and how we do things in the organization), historical (exploring our understanding of our past and how it impacts us), connectedness (creating a strong community where we work well together), and aspirational (sharing our hopes and dreams). By developing values through discussions—casual or formal, one-on-one or in groups—VTC ensures that values are dynamic and evolving, not static words on a wall or a website. Freeman and Auster offer advice, real-world examples, and sample questions to help you create values that are authentic and embraced because they are rooted in the lived experience of the organization.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The*

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Prize and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

The heavy weight one faces in organizational life is the amazingly difficult nature of leadership. One is burdened to determine how to make sense of leadership, and most important, how to actually use the strong concepts that great writers, leaders, thinkers and practitioners have built and used over the course of human history. The answers to most of one's questions about leadership have been addressed. Despite the continued value of breaking new ground with new thought leaders, the problem of great leadership still exists. New management

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theory exists in the margins, not at all a bad thing necessarily, but the core is already built and largely exposed. Nevertheless, practicing and executing great leadership continues to be elusive. If this was not the case, great thinkers and practitioners the world over, would be agreeing the secret has been identified. Additionally, the countless ethical and financial blunders that plague the economy would only be found in history; instead, they are indeed found everyday and they even create fear of the future. The key to the problem of understanding and executing leadership fundamentals is approaching leadership in ways that creatively use the wisdom, experience and learning of others to help one make sense of their own development and challenges. The book, *The Choice of Leadership: Bridging the Gap Between Simplicity and Complexity* will help answer the great questions and clear the path in making the choice of leadership possible.

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