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## November 2004 E-News

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## Announcements

The latest news and information from around the country.

## Calls to Participate

### **"What's Your Secret Weapon in the Classroom?" Essays Sought**

<http://www.edutopia.org/sageadvice/>

The George Lucas Educational Foundation's new magazine Edutopia is looking for reader comments for their column "Sage Advice," in which readers suggest solutions to problems, like a reverse Dear Ann. Visit the Web site to see a few of the many notes received in response to the last topic, "How Can We Alleviate Childhood Obesity?" The question for the next issue is: "What's Your Secret Weapon in the Classroom?" If interested, send a 100-300 word reply or offer suggestions for future questions to [sage@edutopia.org](mailto:sage@edutopia.org).

### **Call for Presentations: Minnesota's Second Annual Care and Treatment Education Conference**

The Minnesota Department of Education invites you to submit a breakout session proposal for the 2nd Annual Care and Treatment Conference being held March 14-15, 2005, at Cragun's Resort and Hotel in Brainerd, MN. They are looking for relevant and dynamic presenters who work with children and youth who are placed for care and treatment, and encourage presentations by teams that include parents; students; education, treatment, and correctional professionals; and others as co-presenters. Application deadline: December 10, 2004. For further information contact Mary Beth Schafer, Care and Treatment Program/Fiscal Specialist, Special Education Policy Section, Minnesota Department of Education, at 651-582-8818 or [marybeth.schafer@state.mn.us](mailto:marybeth.schafer@state.mn.us).

## **Manuscripts on Disability and Community Development Sought**

<http://www.comm-dev.org/>

The Journal of the Community Development Society and Research and Training Center on Disability in Rural Communities at the University of Montana Rural Institute announce a call for manuscripts for a special issue on disability and community development. Manuscripts may address disability due to any impairment or chronic condition, including disability due to injury, chronic disease, mental illness, sensory impairments, and/or cognitive impairments. To discuss whether your potential submission is suitable, call Tom Seekins, Guest Editor, at 406-243-2460. Submissions should be sent to Tom Seekins, Guest Editor, Journal of Community Development, RTC: Rural, 52 Corbin, University of Montana, Missoula, MT 59812. Manuscript submission deadline: January 3, 2005.

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## **The Resource Zone**

### **NCSET Resources**

#### **"Dare to Dream for Adults" (October 2004)**

*NCSET Teleconference Transcript*

[http://www.ncset.org/teleconferences/transcripts/2004\\_10.asp](http://www.ncset.org/teleconferences/transcripts/2004_10.asp)

Dr. Kristine Webb, the presenter of this NCSET teleconference, is the co-author of *Dare to Dream*, a strength-based book designed to encourage young adults and adults with disabilities to make choices and find options that are aligned with their preferences, abilities, and needs. *Dare to Dream for Adults* is designed to be used either independently by an individual with a disability or with the support of a facilitator (teacher, service provider, family member, friend). Dr. Webb discussed the components of *Dare to Dream* (e.g., choosing employment or postsecondary education, building relationships, managing finances) and how it is used to assist young adults and adults with disabilities develop self-determination skills.

#### **Highly Qualified Teachers Under No Child Left Behind (June 2004)**

*NCSET Teleconference Transcript*

[http://www.ncset.org/teleconferences/transcripts/2004\\_06.asp](http://www.ncset.org/teleconferences/transcripts/2004_06.asp)

To be deemed highly qualified under No Child Left Behind (NCLB), teachers must have a bachelor's degree, be state certified/licensed, and demonstrate that they know the subject they teach. The presenters of this teleconference, held June 29, 2004, described the teacher quality provisions of NCLB and their implications for secondary special education teachers. In addition, staff from South Carolina discussed that state's approaches and strategies in meeting the highly qualified requirement of NCLB as it relates to secondary special education teachers.

### **Other National Resources**

#### **Consumer-Directed Health Care: How Well Does it Work? (October 2004)** *Report*

<http://www.ncd.gov/newsroom/publications/2004/consumerdirected.htm>

The National Council on Disability (NCD), an independent federal agency making recommendations to the President and Congress to enhance the quality of life for Americans with disabilities and their families, has released a report on consumer-directed health care for people with disabilities. The report lists some of the strengths and weaknesses of the federal government's current research agenda related to consumer-directed health care for Americans with disabilities and sheds light on the relationship between consumer-directed health care and practice.

### **Curb Cut Design**

*Blog*

<http://www.communityinclusion.org/curbcut/>

This Web log of the Institute for Community Inclusion at the University of Massachusetts-Boston includes the following topics: accessible design, contemplations, course management systems, events, odds n' ends, standards, and web resources.

### **Disability Access Symbols** (November 2004)

*Web Page*

<http://www.gag.org/resources/das.php>

This page on the Graphic Artists Guild Web site includes twelve downloadable symbols (TIF format) that may be used to promote and publicize accessibility of places, programs, and other activities for people with various disabilities. The symbols include: Access (Other Than Print or Braille) for Individuals Who Are Blind or Have Low Vision, Symbol for Accessibility, Audio Description, Telephone Typewriter (TTY), Volume Control Telephone, Assistive Listening Systems, Sign Language Interpretation, Accessible Print (18 pt. or Larger), The Information Symbol, Closed Captioning (CC), Opened Captioning (OC), and Braille Symbol. Symbols may also be purchased on Mac or PC floppy disk.

### **Dropout Rates in the United States: 2001** (November 2004)

<http://nces.ed.gov/pubs2005/dropout2001/>

This report is the latest in a series on high school dropout and completion rates from the National Center for Education Statistics. It includes estimates of 2001 rates and time series data on high school dropout and completion rates for 1972-2001. In addition to extending time series data reported in earlier years, the report examines the characteristics of high school dropouts and completers in 2001. It shows that while progress was made during the 1970s and 80s in reducing high school dropout and increasing high school completion, rates of both have since stagnated.

### **No Child Left Behind and Rural Education: Implications for Policy and Practice** (August 2004)

*Book*

[http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store\\_Code=N&Product\\_Code=RE\\_NCLB&Category\\_Code=](http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store_Code=N&Product_Code=RE_NCLB&Category_Code=)

This 335-page sourcebook, published by the National Association of State Boards of Education (NASBE), provides states and districts with information and guidance on 16 specific areas of the No Child Left Behind Act that are most likely to impact rural and small schools, including relevant text of the law, policy implications, notes on district implementation, and federal non-regulatory guidance. Available for purchase from NASBE; \$35.

## **Students.gov**

*Web site*

<http://www.students.gov/STUGOVWebApp/index.jsp>

Students.gov, "student gateway to the U.S. Government," is a Web site with a comprehensive information portal providing answers to questions on education, financing education, career development, government, military service, travel, community service, and more.

## **Teacher-to-Teacher Workshops** (2004)

*Web Site*

<http://www.paec.org/teacher2teacher/>

The U.S. Department of Education has brought together some of the nation's most effective teachers and education experts to share research-based practices and effective methods of using data to inform instruction that have been successfully applied in the classroom. These workshops were taped and converted to video-streaming format. This Web site gives teachers nationwide the opportunity to view these sessions and experience free on-demand professional development.

## **Universal Design Report** (October 2004)

*Report*

<http://www.ncd.gov/newsroom/publications/2004/newmarketplace.htm>

The National Council on Disability, an independent federal agency making recommendations to the President and Congress to enhance the quality of life for all Americans with disabilities and their families, has released a report on universal design entitled "Design for Inclusion: Creating a New Marketplace." The report aims to educate designers and manufacturers about how electronic and information technology intersects with the needs of individuals with disabilities.


## **What Adults with Disabilities Wish All Parents Knew** (March 2004)

*Book*

<http://www.disabilitiesbooks.com/reflections/index.html>

"What do you wish someone had told your parents?" is the question that Stanley D. Klein, Ph.D. and John D. Kemp attempt to answer in this book, comprised of 40 essays written by successful adult role models who share what it is like to have grown up with a disability. Most parents of children with disabilities lack personal experience with adults with disabilities; hearing from people who have lived with a wide range of disability experience can provide all parents with essential information about the possibilities for their children. Available for purchase.

## **When Special Education and General Education Unite, Everyone Benefits**

(2004) 

*Report*

[http://www.wested.org/online\\_pubs/RD-04-01.pdf](http://www.wested.org/online_pubs/RD-04-01.pdf)

This newsletter from WestEd includes three articles on special education. The first discusses implications for special education of the standards-based assessment push embodied in part in NCLB and in changes being considered for IDEA. The second discusses the meaning of "highly qualified" for special education professionals, reviews differences between NCLB's and IDEA's definitions of "highly qualified," and touches on how some states are responding to this issue. The third describes a model for identifying special education eligibility of students with specific learning disabilities being considered for inclusion in the IDEA reauthorization. Available in PDF (12 pages).

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# What's Happening

## NCSET Events

### **Access to the General Education Curriculum: Findings from the National Longitudinal Transition Study-2 (NLTS2)**

*Teleconference Call*

*November 16, 2004*

*1:00 PM - 2:00 PM (Central)*

[http://www.ncset.org/teleconferences/transcripts/2004\\_11.asp](http://www.ncset.org/teleconferences/transcripts/2004_11.asp)

The National Longitudinal Transition Study-2 (NLTS2) follows a nationally representative sample of more than 11,000 students who were 13-16 years old and receiving special education services in 7th grade or above in December 2000. This study is following youth until 2010 in an effort to understand their educational, vocational, social, and personal experiences and achievements as they transition from adolescence to early adulthood. Comparisons of NLTS2 data with those from the original NLTS, begun in 1987, will illuminate the ways in which the experiences of youth with disabilities have changed in the past decade or more. Dr. Lynn Newman, co-director of the study, will present findings related to the instruction of secondary school students with disabilities in general education academic classes, including instructional practices, student participation in classroom activities, and accommodations and supports provided. Dr. Newman also will describe changes over time in general education course-taking of secondary school students with disabilities. To participate, dial 1-703-639-1178 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

## Other National Events

### **Assistive Technology and Accessible Media in Higher Education**

*Conference*

*November 9, 2004 - November 12, 2004*

*Boulder, CO*

<http://www.colorado.edu/Atconference/atc2004.html>

The 7th Annual Accessing Higher Ground Conference, sponsored by Disability Services at the University of Colorado at Boulder, focuses on the implementation and benefits of assistive technology in the college/university setting for students with sensory, physical, and learning disabilities. Other topics include legal and policy issues, including ADA and 508 compliance, and making campus media and information resources -- including Web pages and library resources -- accessible.

### **Ensuring Access to High Quality Health and Dental Care: NASDDDS Annual Meeting**

*Conference*

*November 17, 2004 - November 19, 2004*

*Alexandria, VA*

[http://www.nasddds.org/Meetings/2004\\_Annual\\_Meeting/index.shtml](http://www.nasddds.org/Meetings/2004_Annual_Meeting/index.shtml)

The meeting, sponsored by The National Association of State Directors of Developmental Disability Services (NASDDDS), will offer an opportunity to learn more about effective, system-wide approaches to building a sound statewide infrastructure to help persons with developmental disabilities gain access to high quality health prevention, wellness, and treatment services; improving access to high-quality dental services; and using state-of-the-art methods to assess health

risks, develop effect risk management strategies, and measure the effectiveness of health interventions for person with developmental disabilities.

### **English Language Learners Struggling to Learn: Emergent Research on Linguistic Differences and Learning Disabilities**

*Conference*

*November 18, 2004 - November 19, 2004*

*Scottsdale, AZ*

<http://www.nccrest.org/events/ell.html>

Co-sponsored by the National Center for Culturally Responsive Educational Systems, Arizona State University, the Council for Exceptional Children, and the National Association for Bilingual Education, this conference will present original, emergent scholarship on the differences between second language acquisition and learning disabilities. The impetus for the event: the unprecedented growth of the English Language Learner (ELL) population, the emergence of empirical evidence about inappropriate referrals of ELLs to special education, the challenges associated with distinguishing between the characteristics of "normal" second language acquisition and learning disabilities, and the lack of research on such issues.

### **The Importance of the Earned Income Tax Credit for People with Disabilities and Their Families**

*Web-based Event*

*November 19, 2004*

*12:00 PM - 2:00 PM (Eastern)*

[http://disability.law.uiowa.edu/lhpdc/events/2004aatp\\_casts/aatp\\_nov19\\_04.html](http://disability.law.uiowa.edu/lhpdc/events/2004aatp_casts/aatp_nov19_04.html)

Co-Sponsored by the Law, Health Policy and Disability Center at the University of Iowa and the NCB Development Corporation/National Disability Institute, this Web cast will educate people who work with individuals with disabilities about the underutilized Earned Income Tax Credit which provides tax relief to low-income people with disabilities. Registration (free) required. [^ Top of Page ^](#)

## **Get Wired!**

### **Web Sites**

#### **Beach Center on Disability**

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

The Beach Center on Disability at the University of Kansas works to make a significant and sustainable difference in the quality of life of families and individuals affected by disability and those closely involved with them.

#### **CodeTalk**

<http://www.hud.gov/offices/pih/ih/codetalk/>

Code Talk from the U.S. Department of Housing and Urban Development, Office of Native American Programs, is a federal interagency Native American Web site which delivers electronic info from government agencies and other organizations to Native American communities.

#### **College Readiness for All: A Practitioners' Toolbox**

<http://www.pathwaystocollege.net/collegereadiness/toolbox/index.htm>

The Pathways to College Network has created a systematic, research-based resource to help schools and college outreach programs increase the number of students preparing for postsecondary education. The toolbox helps educators learn about what works from research and examples, assess their present situations and plan change, access resources for implementing their plans, and monitor progress toward achieving their goal of college-ready high school graduates.

### **National Center for Research on Evaluation, Standards, and Student Testing**

<http://www.cse.ucla.edu/>

The UCLA Center for the Study of Evaluation at UCLA's Graduate School of Education and Information and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) work to improve the quality of education and learning in the U.S. by pioneering the development of scientifically-based evaluation and testing techniques and by promoting the accurate use of data, test scores, and technology for improved accountability and decision-making. This Web site provides reports, overheads, policy briefs, a parents page, a teachers page, and an "ask the experts" page that can help answer accountability or testing questions.

### **National Center for Special Education Personnel & Related Service Providers**

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

The National Center for Special Education Personnel and Related Service Providers at the National Association of State Directors of Special Education recently launched a new Web site and information center designed to help people who work with states, local school districts, Part C, and personnel preparation programs. Information available on the site includes research regarding successful initiatives addressing recruitment, preparation and retention of special educators and early intervention and related service providers; a database of special education, early intervention, and related service personnel preparation programs; and a financial aid page.

### **National Institute for Urban School Improvement**

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

The National Institute for Urban School Improvement supports inclusive urban communities, schools, and families to build their capacity for sustainable, successful urban education through dialogue, networking, technology, action research, information systems, alliance, and consensus building. This site provides information on upcoming events, publications, and resources for professional development.

### **Resource Center to Address Discrimination & Stigma Associated with Mental Illness**

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

The Resource Center to Address Discrimination and Stigma, a program of the U.S. Substance Abuse and Mental Health Services Administration, helps people design and implement programs to reduce discrimination and stigma associated with mental illnesses. With the most up-to-date research and information, the Center

helps individuals, organizations and governments counter such discrimination and stigma in the community, in the workplace, and in the media.

### **Self-Advocacy Resource Network Memo from Advocating Change Together**

<http://www.selfadvocacy.org/sarnmemo.htm>

This weekly online memo from the Advocating Change Together (ACT) self-advocacy disability rights organization focuses on issues related to freedom, equality, and justice for all people with disabilities and provides tools and materials that help individuals and groups promote self-advocacy in their lives and work. Some issues previously discussed include voting, allies in the government, the outlook of today's children, disability rights, and civil rights views of disability.

## **Listservs**

### **Family Guide E-Mail Updates**

<http://family.samhsa.gov/main/listserve.aspx>

The Family Guide's E-mail Update is a way for parents, grandparents, aunts and uncles, teachers, caregivers and all those who care about children to learn about ways to help keep youth mentally healthy and drug free. The update will be sent directly to your e-mail address on a regular basis.

### **National Resource Center Newsletter**

<http://ccfnews.org/>

The National Resource Center publishes a free, twice-a-month e-newsletter for faith- and community-based social service initiatives funded by The Compassion Capital Fund. It includes highlights of federally supported faith-based initiatives, listings of upcoming events and trainings, timely funding opportunities, tools and tips, feature articles, and book reviews helpful to any organization working to address pressing social challenges.

### **NCCRESt eNEWS**

<http://www.nccrest.org/press/news.html>

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. NCCRESt News is a monthly e-newsletter which is designed to keep you informed of the work of this project and other developments in the field. Each issue features news, resources, research, events, and examples of educational practices that facilitate the learning and development of all children.

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## **Funding Forecast**



## **Additional Funding and Award Opportunities**

### **Fulbright Memorial Fund Teacher Program Study Visits to Japan**

<http://www.iie.org/Template.cfm?&Template=/programs/fmf/overview.htm>

The Fulbright Memorial Fund (FMF) Teacher Program offers teachers and administrators of grades 1-12 a fully-funded 3-week professional development opportunity in Japan. FMF participants travel with other outstanding educators, learn about Japanese culture and education, and return home to implement a self-designed plan to share their knowledge and experience with their students, colleagues, and community. 2005 FMF study visits will take place in June, October, and November. Interested individuals may apply online or request further information by calling the Institute of International Education at 888-527-2636. Application deadline: December 10, 2004.

### **Gates Millennium Scholarship Program**

[https://www.gmsp.org/gmsp\\_app/default.aspx](https://www.gmsp.org/gmsp_app/default.aspx)

The Gates Millennium Scholarship Program provides African Americans, American Indians/ Alaska Natives, Asian Pacific Americans, and Hispanic Americans with scholarships for study in mathematics, science, engineering, education, or library science. Eligible applicants are citizens or legal permanent residents or nationals of the U.S.; have attained a cumulative GPA of 3.3 on a 4.00 scale (unweighted) at the time of nomination; will be entering a U.S. accredited college or university as full-time, degree-seeking freshmen in the Fall of 2005; have demonstrated leadership abilities through participation in community service, extracurricular, or other activities; and meet the Federal Pell Grant eligibility criteria. Application deadline: January 14, 2005.

### **Leadership for Changing a World Awards**

<http://leadershipforchange.org/nomination/>

"Leadership for a Changing World" is a program of the Ford Foundation, the Advocacy Institute, and the Robert F. Wagner Graduate School of Public Service at New York University which seeks to recognize a variety of leaders/leadership models as authentic and important to social progress. The program will choose 17 outstanding social justice leaders/leadership teams who are not known beyond their community/field to receive awards of \$100,000 to advance their work, plus \$15,000 for learning activities to support their efforts. The program will also bring awardees together to share experiences, address challenges, and explore opportunities for collaboration. Nomination deadline: January 7, 2005.

### **National Endowment for the Humanities 2005 Summer Institutes**

<http://www.neh.gov/projects/si-school.html>

The National Endowment for the Humanities offers summer Institutes for K-12 teachers, librarians, and administrators. Institutes are limited to 25-35 participants and are typically led by a team of core faculty and visiting scholars. 2005 institute topics will include: Contexts and Legacies of the Lewis and Clark Expedition; Shakespeare in Ashland: Teaching from Performance; Mozart's Worlds (held in Austria); Bach Across the Centuries; Continuity and Change in the Pueblo World; Catullus and Horace: Poets in a Landscape; Teaching Jazz as American Culture; Slavery and Emancipation in New England; The Coming of the U.S. Civil

War; George Washington and His Legacy; China and the Islamic World; Archaeology of Jordan and its Western Neighbors; African American Literature, Culture, and Folklore; and Works of African American, Asian American, and Native American Authors. Participants receive stipends to help cover travel costs, living expenses, books, and other research materials. Application deadline: March 1, 2005.

### **National Endowment for the Humanities 2005 Summer Seminars**

<http://www.neh.gov/projects/si-school.html>

The National Endowment for the Humanities offers summer Seminars for K-12 teachers, librarians, and administrators. Seminars are limited to 15 participants and are led by university scholars with a special interest or expertise in the specific subject. 2005 seminar topics will include: Developing Cartographic Literacy with Historic Maps; The Arabic Novel in Translation; Chaucer's Canterbury Comedies (held in England); Reading Don Quixote; Legacies of World War II in France (held in France); Shakespeare: Enacting the Text (held in England); Emile Zola's *Germinal*; Citizenship and Culture: French Identity in Crisis; The Dutch Republic and Britain: The Making of Modern Society and a European World Economy (held in England and the Netherlands); W.B. Yeats and the Two Irelands (held in Ireland); The Canterbury Tales and Medieval Culture; Punishment, Politics, and Culture; Teaching the Pleasures of Poetry; and Dante's *Commedia* (held in Italy). Participants receive stipends to help cover travel costs, living expenses, books, and other research materials. Application deadline: March 1, 2005.

### **Students With Disabilities Invited to Apply for Congressional Internship Program**

<http://www.aapd-dc.org/internships/congress/MEAF05/MEAFinternship05.html>

The Mitsubishi Electric America Foundation and the American Association of People with Disabilities offer a summer congressional internship program for college students with disabilities. The Program provides an opportunity for students with disabilities to work on Capitol Hill for eight weeks. As congressional interns, participants gain insight into congressional office operations, public policy development, and constituents' roles in the legislative and political processes. Undergraduate students studying at a college or university who, at the time of application, are first-semester sophomores through second-semester juniors are eligible to apply. Selected participants will receive a \$1,500 stipend. Application deadline: December 15, 2004.

### **Toshiba America Foundation Grants**

<http://www.toshiba.com/taf/index.html>

The Toshiba America Foundation offers grants to improve the quality of science and mathematics education in the U.S. by investing in projects designed by K-12 classroom teachers. Recently funded projects include the implementation of innovative mathematics curricula, materials for the hands-on study of environmental science issues, and equipment for a teacher-designed astronomy curriculum. All K-12 schools and teachers in the U.S. are eligible to apply. Application Deadline: February 1, 2005 for grades 7-12 programs. Application deadlines for grants under \$5,000 accepted year-round.

### **Toyota International Teacher Program**

<http://www.ije.org/Template.cfm?&Template=/programs/toyota/default.htm>

The Toyota International Teacher Program sponsored by Toyota Motor Sales, U.S.A., Inc., will send 60 high school teachers on a fully-funded, two-week cultural/educational study program to Japan, June 24-July 11, 2005. These teachers will be selected from states where Toyota operates major U.S. facilities: AL, CA, IN, KY, MI, MS, NY, TX, WV, and Washington, DC. Teachers will learn about Japan's culture, history, and education system, as well as its approach to issues such as technology and the environment. Application deadline: January 10, 2005.

### **Youth Leaders for Literacy Grant Program**

<http://nea.org/readacross/volunteer/youthleaders.html>

Youth Leaders for Literacy, a joint program of the National Education Association and Youth Service America, encourages, celebrates, and honors youth-led reading-related service projects. Twenty \$500 grants will be awarded to applicants who conduct literacy service projects during a seven-week period starting in early March 2005, continuing through "Read Across America Day," culminating on "National Youth Service Day", April 15-17. Applicants can be groups or individuals age 21 or younger. Applicants must include a scheduled activity (read-aloud session, trip to the library, bookmaking, etc.) each week of the project period as part of the proposed project. Application deadline: November 26, 2004.

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## **End of Issue**

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### **Excerpting E-News**

You are welcome to copy and paste portions of this E-News issue into your own e-mail newsletter; however, please credit the National Center on Secondary Education and Transition E-News and link to <http://www.ncset.org/enews> as follows: "Excerpted from NCSET E-News, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs."

### **Contributing to E-News**

If you have information on new products, resources, funding opportunities, and conferences or training events and want to contribute these to a future E-News issue, please e-mail the information to [ncset@umn.edu](mailto:ncset@umn.edu) or see [Suggest an Item for E-News](#) for more information.

### **Purpose of the Listserv**

E-News features resources, activities, products, and funding information from around the country. E-News is dedicated to assisting youth, parents, educators, service providers, and administrators to stay connected and informed about secondary education and transition issues.

### **To Subscribe or Unsubscribe**

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### **E-News Disclaimer**

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**Please contact us with your questions, comments, or suggestions  
(include your phone number and the city and state where you live) at:**

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150 Pillsbury Drive SE  
Minneapolis MN 55455  
[ncset@umn.edu](mailto:ncset@umn.edu)  
612-624-2097 (phone)  
612-624-9344 (fax)

**We will reply to you as soon as we can. Thank you for your interest!**

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