Dropout Prevention Update
November 1, 2004- Volume 4- Number 5
National Dropout Prevention Center/Network

CONTENTS
Top Stories | Funding Sources | Policy Updates | International Notes | Students With Disabilities |
Effective Strategies | Resources & Tools | Feedback

Don’t forget to register for the National Dropout Prevention Network Conference

Top Stories

U.S. students who want to share their thoughts on the state of educational technology in the nation’s schools have until Nov. 12 to participate in Speak Up Day 2004, an online survey that aims to give K-12 students a say in how schools use technology and the internet. http://www.netday.org/

A new web-based system to transfer student records electronically across schools and school districts is in place in 30% of the 1,031 school districts in Texas. http://www.educationnews.org/new-system-helps-school-district.htm

Funding Sources
The Mathematics Education Trust of the National Council of Teachers of Mathematics (NCTM) will award up to $6,000 to help educators teach mathematics more effectively at the elementary level (K-5). Deadline: December 3, 2004. http://www.nctm.org/about/met/eizen.htm


Intel Corporation and Scholastic Inc. offer several million dollars in awards and prize money to schools that demonstrate excellence for implementing innovative programs that support positive educational outcomes. Deadline: December 1, 2004. http://www.schoolsofdistinction.com/

Policy Updates


International Notes

Cheap and adaptable, pre-recorded lectures are drawing interest from educators in Central America. http://www.csmonitor.com/2004/1021/p01s02-woam.html?s=hns

Students With Disabilities
The National Center for Learning Disabilities (NCLD) and Schwab Learning, have collaborated to develop a handbook designed to provide simple, accessible information for parents on the No Child Left Behind Act (NCLB). http://ld.org/press/PR2004/NCLBGuide_0904.cfm

This brief from the National Center on Secondary Education and Transition (NCSET) examines characteristics of youth with emotional disturbances and their households that distinguish them
from other youth with disabilities and from youth in the general population.
http://www.ncset.org/publications/viewdesc.asp?id=1687

**Effective Strategies**

**Early Literacy**
Jacqueline Jones describes how assessment can support policy, teaching, and learning of those early literacy skills that are the key determinants of individuals’ future educational success.

This succinct summary describes the characteristics of a quality program aimed at students who are still struggling with literacy as they enter their teen years. http://snipurl.com/AdoLit

**Educational Technology**

As more and more teenagers own cell phones, a small number of schools are making the most of the devices' popularity by finding legitimate educational and instructional uses for them. http://www.eschoolnews.com/news/showStory.cfm?ArticleID=5326

Spellbee.org, the first-ever online, multi-player spelling bee, encourages students to compete against one another in the hope that their skills will improve out of an inherent desire to succeed. http://www.spellbee.org/

**Family Engagement**
KSA-Plus Communications and the W.K. Kellogg Foundation’s ENLACE initiative have teamed up to present four new resources with advice on what parents can do at home and at school to help their children become successful learners. http://www.parents.ksaplus.com

National Parental Involvement Day is Thursday, November 18, 2004.
http://www.projectappleseed.org/

Elias and Schwab argue that the Department of Education’s guidance for parents makes flawed assumptions about the nature of school-parent partnerships.
http://www.edweek.org/ew/articles/2004/10/20/08elias.h24.html

**Resources & Tools**
*TQ SOURCE*, a new collaboration between ECS and Learning Point Associates, provides a multitude of resources on teaching quality issues. http://www.ecs.org/00TQ596

The real truth about low graduation rates, an evidence-based commentary.
http://www.urban.org/url.cfm?ID=411050

Boot camps and other get-tough programs for adolescents do not prevent criminal behavior, as intended, and may make the problem even worse, a new study has found. http://www.nih.gov/news/pr/oct2004/od-15.htm

Drawing from a broad array of studies on effective schools, Kelley and Finnigan have identified potentially important predictors of teacher expectancy and school success. http://www.wcer.wisc.edu/publications/news/feature/articles/organizational_context_colors.asp


We appreciate comments from our readers. Please contact us at ndpc@clemson.edu Sources: ECS, Education News, Reports, & Commentaries, ENC, Middle Web, Pen Weekly, rtcUpdates, SMHP, WCER Today