The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

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FEATURES

4 Meetings
National Holmes Partnership Meeting
UF takes the meeting by storm
BY NANCY DEAN, PH.D.

6 Collaboration
English Language Initiative
Working with migrant farmworking families in Greater Gainesville
BY MARIA CODY, PH.D.

8 Affiliates
The Florida Center for Community Inclusion
The University Center of Excellence in Developmental Disabilities announces a new affiliate

ATTENTION EDUCATORS...
If you have received National Board Certification for your subject area, please take a moment to let us know. Simply fill out the card insert in this issue of Education Times and return it postage paid.

“Never doubt that a small group of thoughtful and committed people, working together, can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead
The National Holmes Partnership Meeting

by Storm

The National Holmes Partnership meeting in San Diego, California, January 15–17, 2004. Our strong presence at the conference was evidenced by our record-breaking attendance – 26 people total including Deans Catherine Emichovich and Rodman Webb, 13 faculty members, 5 teachers, and 2 administrators from P. K. Yonge, the Lastinger Center, and Alliance partnership schools, and 4 graduate students (including UF’s two new Holmes Scholars).

UF’s impact and accomplishments were multifaceted during the group’s three-day trip to San Diego. To start, Dean Emichovich hosted an alumni dinner. Seven alumni joined Dean Emichovich and UF faculty to get acquainted and hear about the many powerful initiatives that are currently in play. Among the attendees, UF was most impressed with the college’s director, including the extraordi- inary achievements of the school in gaining insights into teaching and learning and to make a difference in high poverty/high need schools in the state.

These UF partnership efforts were publicized at the conference itself in eight presentations – three focusing on UF Alliance work and three highlighting Lastinger Center work. P. K. Yonge faculty and Counselor Education faculty made the remaining two presentations.

Representing the UF Alliance, Ben Nelms (Alliance Director), Mickie Miller (Assistant Director), Wanda Lastrapes (Urban Education Coordinator), Rosetta Ward (teacher, Ivan Rhoads High School), Adriana Martinez (teacher, Miami Senior High School), and Ivanna Ocedo (teacher and UF graduate student) delivered three presentations entitled “The University of Florida Alliance: A Partnership with Urban Schools,” “Project FIRM: The Use of Text Sets in Teaching Reading Across the Curriculum,” and “Project CHESP (Community/Higher Education/School Partnership): An Urban Cross-Age Tutoring Service Learning Project.”

The first presentation provided an overview of the Alliance – a partnership between UF and six urban high schools, located in Jacksonville, Miami, and Orlando, now labeled as “struggling” through the state school grading system. Shared in this presentation were the goals of the Alliance (to enhance learning as tested by state-mandated tests, to advance college preparation, and to develop school improvement strategies in partner schools), as well as some of the strategies that they have utilized to meet these goals (scholarship awards, summer leadership institutes, and an emphasis on the use of text sets to supplement adopted textbooks in content areas, and Project CHESP, a cross-age tutoring program connecting UF ESOL students, students in Early Childhood Education classes at Miami Senior High School, and children in Auburndale Elementary School in Miami, Florida).

Representing the Lastinger Center For Learning, a coalition of professionals, including Don Pemberton (Center Director), Alyson Adams (Program Coordinator), Elizabeth Bondy, Mary Ann Clark, Donne Ross, Diane Yendol Hoppey (UF faculty and Teacher Fellows Project facilitator), Gloria Merrieux, Lea McNeeley (teacher and principal at Duval Elementary School), and Fran Vanderzanden (Linda Hayes, and Valerie Austin (P. K. Yonge director and teachers) actively participated in sessions throughout the conference as well as delivered three presentations of their own to share the Lastinger work.

In the first presentation entitled “The Teaching Fellows Project: An Example of Teacher Driven Professional Development in High Poverty Elementary Schools,” Lastinger Center professionals presented an overview of the professional concerns of teachers in high poverty schools. Described in the design principles for the Teaching Fellows Project, a professional development program designed to impact students, and presented selected examples of the teacher-designed, inquiry-based professional development program emerging in these schools.

The second Lastinger presentation entitled “The Florida Principals Fellows Project: Connecting Leaders and Sharing Solutions in High Poverty Elementary Schools” discussed the principal’s role in Lastinger Center work.

Finally, in a presentation entitled “The Year Long Study in an Elementary PDS,” UF faculty member Buffy Bondy joined with Duval Elementary School teacher and principal Gloria Merrieux and Lea McNeeley to highlight the findings from a year-long study of two teachers’ promising practices in this Lastinger Center high poverty (95% of students on free and reduced lunch) elementary school site.

In addition to the alliance and Lastinger presentations, P. K. Yonge faculty staffed a developing experimental model for introducing music education students to the realities of the music classroom and for increasing their pre-professional contact time with children in a program entitled “Preparing Our Musical Future: A University/Laboratory School Partnership on Music Teaching Education.” Finally, in “Factors in Educational Success of Minority Students,” Counselor Education faculty Mary Ann Clark and Michael Brooks discussed the results of a study using qualitative and quantitative methods examining factors that have helped cultural/ethnic minority students surmount obstacles and be successful in their educational pursuits.

UF’s partnership work was also shared in the presentation entitled “The Nancy Zimpher Best Partnership Award made by Penn State and the State College Area School District, PDS, previously directed by Nancy Dana prior to her joining the UF faculty this August. Creating a coalition between the University of Florida and Penn State is a possibility that was discussed for the future, to enable both institutions to deepen their commitment to engaged scholarship.

In addition to UF’s heightened visibility attained through the plethora of presentations, Dean Dana and Tom Dana (director of the School of Teaching and Learning) participated in the Holmes Scholars job fair, producing a great deal of interest in UF’s College of Education for the next generation of professors. UF Holmes Scholars Yashica Crawford and Michelle Thompson represented UF in specialized programs at the conference.

The UF College of Education weather front that passed through San Diego and dominated the Holmes Partnership Meeting clearly impacted the national partnership scene, putting UF on the map for its commitment and excellence in school-university partnership endeavors. Weather prediction for the future of school-university partnerships at UF — sunny and bright!
004 Bellwether Awards Announced

The University of Florida Institute of Higher Education announced February 3 at its 2004 Community College Futures Assembly for Blue Ridge Community College, North Carolina; Seminole Community College, Florida; and Springfield Technical and Community College, Massachusetts, were this year’s winners of the prestigious Bellwether Awards. The Bellwether Awards were established to recognize outstanding and innovative programs that are leading colleges in the 21st Century.

Blue Ridge Community College (BRCC) won in the Institutional Programs and Services category, which recognizes programs and services that foster or support teaching and learning in the community college. “Learning Together: A Family-Centered Literacy Program” described BRCC’s multi-faceted educational collaboration serving Western North Carolina’s rapidly growing Latino population. The program’s objective is to enhance English language and social skills for Latinos of all ages in a friendly, approachable environment so that participants may advance and obtain a GED diploma.

Seminole Community College won in the Planning, Governance, and Finance category, which recognizes programs or activities that improve efficiency and effectiveness in the community college. “They ‘Joined the Team to Build the Dream’—A $5 Million Center for Building Construction” explained the process the college went through in order to provide state-of-the-art, workplace-simulated labs for apprenticeship students. More than 90 industry partners donated $2.5 million of the required $5 million to construct a Center for Building Construction.

Springfield Technical and Community College (STCC) won in the Workforce Development category, which recognizes programs and services that foster or support teaching and learning in the community college. “An Entrepreneurial Engine” demonstrated how a small urban college purchased a 500,000-square-foot former factory adjacent to its campus in 1996. Within six years, the facility, known as the STCC Technology Park, had created over 2,000 local jobs, incubated dozens of new businesses, contributed $250,000 annually in city taxes, and provided $300,000 annually to support college programs.

The Institute of Higher Education issued a call for Bellwether Award nominations in the fall of 2003, and 30 final colleges were competitively chosen from the applicants. Ten finalists were selected in each category: Institutional Programs and Services, co-sponsored by the National Council of Instructional Administrators; Planning, Governance, and Finance, co-sponsored by the Council for Resource Development; and Workforce Development, co-sponsored by the National Council for Workforce Education. Finalists presented at the Assembly, and one winner was then selected in each category.

The Community College Futures Assembly is an annual event, now in its third year, to recognize outstanding institutions. The Bellwether Awards are one of the major events of the assembly. This year, 30 finalists were chosen in each category. The 2004 Bellwether Awards were announced on February 3, 2004, at the Community College Futures Assembly in Orlando, Florida.
The University Center of Excellence in Developmental Disabilities (UCEDD) is located in Norman Hall, rooms 103 and 121.

Staff members include:
- Principal Investigator and Director: Jessica B. Rapport, Ph.D
- Associate Director of Inservice and Preservice Education: Joyce R. Dobbs, M.Ed
- Associate Director of Community Service: W. Diva Anderson, MEd
- Associate Director of Research: Cynthia Wilson Graner, PhD
- Technical Editor/Writer: Andrew J. Kraay, RA
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The Center’s areas of expertise include inservice and preservice education, community service and outreach, and information dissemination.

The University Center of Excellence in Developmental Disabilities (UF-UCEDD) has the present opportunity to all University of Florida faculty and Florida community members to participate in the UF-UCEDD affiliates’ meeting. The meeting is to be held at the UF-UCEDD on Thursday, February 12, 2004, from 9:00 a.m. to 1:00 p.m.

The UF-UCEDD affiliate membership. The AUCD is comprised of sixty-one UCEDDs. They are in every state and territory, located at a university setting. As an affiliate member, UF-UCEDD has joined an established national organization that has been instrumental in advancing policies and practices concerning individuals with developmental disabilities and their families.

The mission of UF-UCEDD is to support the self-determination, inclusive educational opportunities for children and adults with developmental disabilities and their families, thus supporting the capacity for reciprocal relationships.

A five-year process to develop UF-UCEDD in partnership with the Florida Developmental Disabilities Council (FDDC), the Mailman Center at the University of Miami, and the Advocacy Center for Persons with Disabilities began recently. The goals are to facilitate interdisciplinary preserve and in-service training, community service and outreach, information dissemination, and research in the areas of emphasis identified by the FDDC. These areas are Formal and Informal Community Supports, Health, Housing, Transportation, and Quality Assurance (Full Life Planning). The hope is that UF-UCEDD will link statewide interdiscplinary research, services, and training, dedicated to improving the quality of life for adults with developmental disabilities and their families.

The Center’s areas of expertise include inservice and preservice education, community service and outreach, and information dissemination. An infrastructure is in place that will support all aspects of grant and project development, including conceptualizing and writing grant applications, technical editing, providing statistical expertise and information technology support, and planning and implementing project evaluations.

To learn more about services and to discuss how the UCEDD can work together with you, please contact UF-UCEDD at 352-392-0701 ext. 304. Visit the Web site at www.ucdd.ufl.edu/Projects/UFUCEDD.

The Center’s areas of expertise include inservice and preservice education, community service and outreach, and information dissemination.

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faculty news

Phillip A. Clark, professor in Educational Leadership, Policy and Foundations and director of the Stewart M. Edlin Center for Community Education, was inducted as a charter member in the Hall of Fame of the National Community Education Association in December 2003. He has served as the director of the UF Center for over 31 years and is a founding member of the national organization. Other inducients included the late Charles Stewart Mott, founder of the C. S. Mott Foundation, and the late Frank J. Manley, founder of the national community education movement.

Nancy F. Dana, professor in the School of Teaching and Learning, and the assistant director of the Center for School Improvement, has received the Nancy Zimpher Award for Best Partnership at the annual meeting of the Holmes Partnership. She took a leadership role in creating the Central Pennsylvania Holmes Partnership, a coalition of university faculty at Penn State and local schools. This partnership emphasized professional development for teachers through inquiry and action research.

Kristen M. Kemple, professor in the School of Teaching and Learning, and the assistant director of the Center for School Improvement, has received a much needed book for both early childhood educators and early childhood special educators entitled “Peer Competence and Social Inclusion in Early Childhood Programs” (New York: Teachers College Press, 2004, 175 pp.).

Linda L. Lamme, professor in the School of Teaching and Learning, is the recipient of the University of Florida President’s Humanitarian Award, given to a student, faculty, staff, or community member who has made significant humanitarian contributions on campus and in the local community.

Martha B. League, supervisor of field experiences for the Department of Special Education and project director for the Celebrate Teaching grant, has been selected as the 2003-2004 Teacher of the Year for the College of Education. Her name will again be forward for consider for the university-wide award. In addition to being honored at the commencement ceremony on Sunday, May 2, 2004, she will also be recognized at a special university-wide commencement ceremony on Friday, April 30.

Anne McGill-Franzen, associate professor in the School of Teaching and Learning, and colleagues have been awarded the Davis Pettishe Research Award by the International Research Association. This prestigious award recognizes an empirical study published in the Journal of Educational Psychology entitled “Learning To Be Literate: A Comparison of First Urban Early Childhood Programs.”

Theresa V. Vernetson, assistant dean for student affairs, has recently been elected to serve as treasurer of the Florida Association of Colleges for Teacher Education.

If you have any questions, comments, or suggestions, please contact Kay Stilham Hughes at 352-392-0726 ext. 266 or kshughe@coe.ufl.edu.

news from instructional technology

Equipment Check Out Center (ECHO)

BY GAIL RING, DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

The Office of Instructional Technology (OIT) staff in room G525 of Norman Hall are having success in their attempts to place technology in the hands of faculty and students. Recently, OIT implemented the online ECHO Center (http://tech.coe.ufl.edu/echo/) where faculty and students can check out an assortment of computer and video equipment. Opportunities to play with technology are continually offered in the hopes that once professors and students are comfortable with technology they will use it in the classroom. Because of generous donations from the Dean’s Office, the PT3 Teaching and Technology Initiative, and Apple Computer, the ECHO Center has three laptop carts available for check out (both Macintosh and PC compatible), five digital video cameras, several CD burners, two portable projectors, ten Web cameras, and more. Faculty have used this equipment in a variety of ways. For example, the laptop carts have allowed professors to convert any classroom in Norman Hall into a computer lab.

In conjunction with faculty development workshops, faculty and students have learned how to utilize the technology that is readily available to them. For example, after attending an image processing workshop some faculty began video projects and encouraged their students to explore a variety of uses for video in their coursework. Examples of student videos may be found on the e-portfolio examples page at http://www.coe.ufl.edu/Portfolios/. Students have been using their experiences with this technology to get jobs, to get into graduate school, and to document their PROTEACH experiences in a variety of media.

Electronic Portfolios

Special thanks are extended to Courtney Henry, Sherri Sakai, Beranna Steidel, Jillian Landers, Holly Moody, and Sara Roshanid who demonstrated their electronic portfolios at the 2003 Homecoming Reception.

The electronic portfolio project is a nationally recognized initiative in which teacher education students are required to develop and maintain teaching portfolios connected to the Florida Accomplished Practices. Students collect work throughout the PROTEACH Program, select illustrations to include in their electronic portfolios, and reflect on those choices in a rationale statement which articulates the reasoning behind their choice. In this way students make connections between theory and practice; the theories they learn in the classroom and the practical teaching experiences they have in the program. For a closer look at the portfolio project, please visit the Web site at http://www.coe.ufl.edu/PROTEACH. You may also view the electronic portfolios of Courtney at www.proteach.ufl.edu/2003/CourtenyHenry/index.html, Sherri at www.proteach.ufl.edu/2003/SherriSakai/index.html, Beranna at www.proteach.ufl.edu/2003/BerannaSteidel/index.html, Jillian at www.proteach.ufl.edu/2003/JillianLanders/index.html, Holly at www.proteach.ufl.edu/2003/HollyMoody/index.html, and Sara at www.proteach.ufl.edu/2003/SaraRoshanid/index.html.

For more opportunities in the future to see the graduating elementary PROTEACH students demonstrate their “completed” electronic portfolios and discuss the portfolios with showcase attendees.
Candy stripers, educators, and lifelong friends
The Story of Carole and Anita

BY MARY DRISCOLL

I am always intrigued by the College of Education alumni who are—where they come from, what brought them to the College of Education, and what difference they are making in the schools and communities in which they live today. The story below is about two such women who have shared more than their education at the University of Florida, but who have remained the closest of friends, sharing lifelong lessons of education, family, and friendship.

For those who can remember the early 1960s, imagine a setting in a local Miami hospital and young girls in white and pink striped outfits—the official Candy Strippers! That is how it all began for Dr. Carole Bernstein (BA '71) and Dr. Anita Meinbach (BA '71). Carole says, "...it was the 'very cool' thing to do." Their friendship and volunteerism started that year and continues to grow.

When it came time to decide on a career and college, they both chose the University of Florida and the College of Education. Both aspired to become teachers and spent most of their time in Norman Hall. They engaged in new activities with new friends, each growing independently, but always knowing the common bond between them. In 1970 and 1971, there was a special program run through Dr. Art Combs called the "New Program." Students were assigned to a different school every quarter. Each student planned their own curriculum, and one night a week, students and teachers discussed new ideas and methodologies. Carole and Anita both look back on that experience fondly and say it was one of the most exciting times of their lives.

During their senior year, they both had a chance to study abroad and observe early childhood experiences in the British Infant School. Twenty-five females and one male student took part in this experience in Manchester. Carole and Anita had the good fortune of rooming together overseas. It was a ten-week practicum of eating "fish and chips," bathing one day a week, exploring Scotland, Manchester, and the Lake District on the weekends, and experiencing a whole new way of teaching and living. The last week of the trip, Anita became dreadfully ill, and to this day she says, "Carole saved my life! She brought me Coca-Cola and would stay by my bedside...I didn't think I was going to make it, but Carole was there for me."

I meet—who they are, where they come from, what brought them to the College of Education, and what difference they are making in the schools and communities in which they live today. The story below is about two such women who have shared more than their education at the University of Florida, but who have remained the closest of friends, sharing lifelong lessons of education, family, and friendship.

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Anita and Carole stay in touch once a week amidst their hectic schedules. I remember the first time I met Carole. She didn't want to talk about her own success. She said, "Hey, look at my best friend, Anita. She just received the Miami-Dade Teacher of the Year Award." And that's how they compliment each other, both successful, both teachers in their own right, and both best friends after almost 40 years!
American Youth Policy Forum Welcomes COPSS-E

T
he Center for Personnel Studies in Special Education (COPSS-E) presented information to the American Youth Policy Forum (AYPF) concerning the proliferation of alternative route programs being developed to address the growing shortages of special education teachers. This event was held on Friday, February 24, 2006, from 11:30-1:10 p.m. in the Longworth Office Building, Washington, D.C.

Nationally, 98% of the nation’s schools report shortages of qualified special education teachers. Many states, in response to the demands of the “No Child Left Behind” Act and the Individuals with Disabilities Act, have developed alternative routes to certification (ARC’s). According to the COPSS-E study, 15% of special education teachers earn their degrees through these alternative programs. The research also shows that teacher range and variability in the structure and standards of these programs. Nearly half of the ARC’s require less than 60 college semester hours to complete. With the growth of alternative route programs being developed across the country, the proliferation of ARC’s has been questioned by many policymakers and their senior aides so that effective educational programs, hands-on learning experiences, internships, and community service opportunities can be developed for youth across the nation. By providing information exchanges that bring leading policymakers, researchers, and youth-serving practitioners into a bipartisan group of senior Congressional aides, Executive Branch leaders, state offices located in Washington, D.C., and their counterparts in national associations focused on the education of youth and career development, AYPF assists in the development of national youth education, training, and transition opportunities.

Prior to the American Youth Policy Forum, COPSS-E presented to members of Congress a series of policy briefs representing the perspectives of more than 150 highly qualified teachers, administrators, paraprofessionals, and related service personnel. The event was held on Thursday, February 23, 2006, in the Dirksen Senate Office Building. The COPSS-E policy briefs make available data concerning the composition of alternative route programs being developed in states, “...Effective ARC programs exhibit meaningful collaboration among key stakeholders (IHEs, SEAs, LEAs); have adequate length and intensity; contain substantive, rigorous, and programmatic content; provide careful and frequent supervision and mentoring.”

Michael Rosenberg, a professor at Johns Hopkins University and a principal in the COPSS-E study, said, “The complex nature of special education programs makes it difficult to establish the connection between what teachers do and what students achieve.” More work needs to be done to assess the effectiveness of these programs.”

The AYPF also provided a forum for a policy discussion regarding the use of ARCs as a means to train qualified teachers for special education classrooms. AYPF is a service organization that works to provide accurate, up-to-date information for policymakers and their senior aides so that effective educational programs, hands-on learning experiences, internships, and community service opportunities can be developed for youth across the nation. By providing information exchanges that bring leading policymakers, researchers, and youth-serving practitioners into a bipartisan group of senior Congressional aides, Executive Branch leaders, state offices located in Washington, D.C., and their counterparts in national associations focused on the education of youth and career development, AYPF assists in the development of national youth education, training, and transition opportunities.