



Warner Word

The Margaret Warner Graduate School of Education and Human Development at the University of Rochester

Save the Date

Schooling the World: The White Man's Last Burden

A Warner School film event,
with panel discussion to follow.
Tuesday, January 25 at 7:15 p.m.
Hoyt Auditorium
University of Rochester's River Campus

Additional information on the film is
available at schoolingtheworld.org.

From the Blog

Why the appointment of Cathleen Black as chancellor
of New York City's public schools undermines
proposals for mayoral control in Rochester.

*Even before New York's Governor-elect Andrew
Cuomo and Lieutenant Governor-elect and soon-to-
be-former Rochester Mayor Bob Duffy are sworn into
office on January 1, 2011, you can be sure that they
are working to pass a bill giving the yet-to-be-named
mayor of Rochester control over the city schools. The
debate over the bill is likely to be short, but recent
events in Albany and New York City should give
legislators and citizens pause.*

-David Hursh, associate professor

Visit warner.rochester.edu/blog to read his and
other Warner faculty and student blog posts.

Upcoming Event

1/06/2011
Warner Open House: Experience Warner Day

Visit warner.rochester.edu for details on this and
other events at Warner.



Study Shows Latino Students Are Falling Behind in City Schools

Findings Fuel Renewed Interest to Improve Latino Academic Achievement

Latino academic underachievement and dropout rates
continue to remain alarmingly high in urban school
districts, both nationally and locally. Yet, the unique
perspectives of Latino students and their families in
Rochester, along with their recommendations for
change, are now being heard through a new study,
conducted by the Warner School of Education in
partnership with the Education Task Force of the
Ibero-American Action League.

Informed by local concerns to address the persistent
Latino drop out problem in Rochester, this study
draws specifically from Latino students and their fam-
ilies' experiences in the Rochester City School District
(RCSD)—representative of a little over 20 percent of
the total district population—to better understand
the state of Latino education in Rochester. The study
highlights many similarities to what most urban dis-
tricts are already facing nationwide and sheds light on
new obstacles in schools and the community locally
that derail students' academic achievement. Addition-
ally, the study identifies several community and school
resources that help students to succeed.

Specifically, the study notes the critical transition
points for Latino students in the RCSD and the
persistence, school, and learning factors—including
safety in schools, structural and organizational fac-
tors, and racial and ethnic tensions—that contribute
to the development of educational aspirations of
Latino students.

The first phase of the study, released by Warner
School researchers in a report this fall, identifies
problems and resources and, more importantly, of-
fers recommendations and steps that the district and
community can take to help improve the state of
Latino education in Rochester.

Principal investigators Judy Marquez Kiyama and
Donna Harris, both assistant professors in educa-
tional leadership at the Warner School, say that with
public schools serving a growing number of Latino
students, it is necessary to understand the factors
that promote success as well as the barriers and
systems that limit and disrupt schooling.

continued on back page



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UTL Forum Focuses on Urban Adolescent Girls



The Warner School hosted six panelists at its fall Urban Teaching and Leadership (UTL) Forum on November 9 that focused on strategies for addressing the challenges facing adolescent girls in urban schools. The panelists, representing researchers, teachers, and community-based service providers, shared the challenges urban adolescent girls face and the impact that schools, families, and communities can have on the well-being of girls.

Nearly 150 people attended and participated in an open discussion around gender issues with the following guest panelists: Dena Swanson, assistant

professor whose research focuses on adolescent identity processes; Judy Marquez Kiyama and Donna Harris, both assistant professors who served as co-researchers on a 2010 study on the school experiences of Latina/o students; UTL alumna Ashley Anderson '10 (M.S.) who currently teaches at Robert Brown High School of Construction and Design; and Iris Peralta and Moises Nuñez, community-based youth service providers from The Center for Youth Services in Rochester. Edward Brockenbrough, an assistant professor who also directs the Urban Teaching and Leadership Program, was the panel moderator.

Grant to Expand, Improve the Quality of Postsecondary Opportunities for Students with Disabilities

The New York State Developmental Disabilities Planning Council (DDPC) is awarding the Institute for Innovative Transition at the University of Rochester a \$150,000 grant to increase awareness and improve the quality of inclusive college-based initiatives for students with intellectual and developmental disabilities in New York State.

In collaboration with another University Center for Excellence in Developmental Disabilities (UCEDD), the Westchester Institute for Human Development (WIHD), the Institute for Innovative Transition, a partnership of the B. Thomas Goli-sano Foundation and the University of Rochester's Warner School and Strong Center for Developmental Disabilities (a UCEDD), will receive funding to support initiatives that develop and facilitate a statewide learning community to evaluate and promote promising practices that engage students with disabilities in inclusive postsecondary opportunities.

Martha Mock, Ph.D., director of the Institute for Innovative Transition who holds joint appoint-

ments at the Warner School and the University of Rochester Medical Center's Department of Pediatrics, will lead the efforts to conduct statewide learning experiences and training, utilize online education and communities of practice, and assess the needs of New Yorkers.

"The Institute's mission is to model best practices in transition," says Mock. "This new initiative will help us to expand the inclusive college-based options available but also allow us to take a look at what others are doing and to do it in a more inclusive way. Ultimately, our goal is to improve the number of quality inclusive postsecondary programs in order to meet the current and future needs of students with disabilities and their families, as well as to serve as models for higher education institutions establishing new initiatives."

For more information about the Institute for Innovative Transition, contact Martha Mock at mmock@warner.rochester.edu or visit www.nytransition.org.

News around Warner

Warner Represented at ASHE

Many Warner students and faculty presented at the 35th Annual Conference of the Association for the Study of Higher Education (ASHE) in Indianapolis, Ind. in November.

- Doctoral students Nahoko Kawakyo-O'Connor and Kristen Emery were two of the five national recipients of ASHE's travel scholarship. Among other duties, they will serve as members of a graduate student subcommittee responsible for proposing ideas to make ASHE more appealing to graduate students.

- Doctoral students Julie White and Monica Miranda Smalls were selected to attend the ASHE graduate student policy seminar.

- Andrew Wall, assistant professor, along with White, doctoral student Margaret Yerdon, and Chelsea BaileyShea ('10, Ph.D.) presented "Alcohol Use and Social Prestige: Re-conceptualizing Student Alcohol Use in Social Fields of the University."

- Mary Jane Curry, associate professor, presented "Doctoral Students' Writing for Publication: Genres and Networks" and participated in the symposium, "Unexamined Pedagogies of Doctoral Writing."

- Wall, Kawakyo-O'Connor, and doctoral student Joseph Rodgers III presented "Assessment as Symbolic Capital: The Need to Move Beyond the Technical and Procedural in Assessment and Accountability."

- Wall and Emery presented "The Entrepreneurial Man's Emergence in Higher Education: A Story of Contrast."

- Stephanie Waterman, assistant professor, and doctoral student Tara Leigh Sands presented "A Pathway to Native College Success: Reverse Transfer Among the Haudenosaunee (Iroquois)."

- Sands, Emery, Waterman, and doctoral student Melissa Raucci participated in the symposium "Impactful People and Spaces for Native American College Student Success."

- Waterman and Raucci also presented "The Road to Persistence: Ways in Which College Administrators Impacted Pathways to Haudenosaunee (Iroquois) Students' Degree Completion."

Calvin Featured in *The Daily News*

Mathis Calvin ('10, Ed.D.) was featured in *The Daily News* for his work at the New York State School for the Blind in Batavia, N.Y. Mathis began his tenure as superintendent there in August 2010.

Quiñones, Kiyama, and Mazurett-Boyle Participate in Puerto Rican Studies Association

Doctoral student Sandra Quiñones organized a Latino/a panel of researchers to present on the topic of "Buscando Una Buena Educación: Expanding Funds of Knowledge to Enhance Home-School-Community Connections." The collection of papers, which included a literature review and several research projects, was presented at the Puerto Rican Studies Association Conference in Hartford, Conn. in October. Panelist members included Judy Marquez Kiyama, assistant professor, and doctoral student Rosa Mazurett-Boyle.

Warner Students, Faculty Present at AERA-SIG Research in Women and Education

Doctoral student Nahoko Kawakyo-O'Connor was awarded the student scholarship for the Research in Women and Education Conference (AERA-SIG) hosted in Philadelphia, Pa. in October. Along with doctoral student Julie White, she presented "Effects of Work-First Policy on Female Community College Students." She also presented with Tricia Stewart, visiting assistant professor, and doctoral student Michelle Biggs, "Negotiating Competing Roles: The Lived Experiences of the Ph.D. Student/Emerging Scholar/Mother."

Hallmark Presents Two Papers

Elizabeth Hallmark, adjunct instructor, presented two papers in October. She presented "Imagination and Authentic Inquiry: Aligning our Professional Development and Teaching Approaches through the Art" at the National Forum of Arts Education Partnership in Denver, Colo. and "Building Democratic Education through Arts as Integrated Inquiry" at the American Educational Studies Association (AESA), also in Denver.

Duckles Presents National Study

Joyce Duckles, visiting instructor, presented at the American Public Health Association Conference in Denver, Colo. in November. Her presentation, "Nutrition and Physical Activity of Low-Income Urban Families with Children: Negotiating a Balance in Resource Poor Environments" is based on a national study that she is conducting with colleagues in the Department of Community and Preventive Medicine at the University of Rochester Medical Center.

Cox Named Superintendent

Doctoral student Kim Cox was recently named the superintendent of Le Roy Central School District. Cox has been a teacher, elementary principal, and assistant superintendent of instruction at Wayne Central Schools for the past five years.

Lynch Earns Certification

Martin Lynch, assistant professor, passed the National Counselor Examination (NCE) and has been awarded the National Certified Counselor (NCC) credential from the National Board of Certified Counselors.

Curry Publishes Article, Gives Keynote

Mary Jane Curry, associate professor, co-published the article "Academic Research Networks: Accessing Resources for English-Medium Publishing" in *English for Specific Purposes*, 29(4), 281-295. The article explores how four multilingual scholars in central and southern Europe participate in academic research networks and how access to these networks supports their English-medium scholarly publishing.

Curry also co-presented the keynote address "Publish (in English) or Perish! Multilingual Scholars Writing for Publication in a Globalized World" at the Academic Literacies in the University and the Workplace: Perspectives from Research and Practice Conference at the University of Nottingham, United Kingdom in November.

Chaffee Awarded Travel Grant

Doctoral student Rachel Chaffee was recently awarded a travel grant of \$500 from the Susan B. Anthony Institute (SBAI) to participate in the 2011 National Association for Research in Science Teaching Conference to be held in Orlando, Fla. next year.

Rubenstein Attends Forums, Presents at Conferences

Bonnie Rubenstein, associate professor, attended the National Forum and the Middle States Regional Forum of the College Board in Washington, D.C. in October as a delegate to the Guidance and Admissions Assembly of the College Board. She subsequently shared with Warner students the latest research in counselors serving as leaders for systemic change in schools.

Rubenstein also presented at a number of community conferences, including:

- "Career Path-Defining Your Footsteps" at a Community Outreach for Youth Conference in October.
- "When Grief Hits Home" to Rochester parents and students at a conference sponsored by St. Luke Community Church in July.
- "The Effects of Loss and Grief on School Children" to educators and school leaders at the 21st Summer Institute on Catholic Education in July.
- "Counseling Resources for Parents: Essential Building Blocks of Values-Based Education" at the Annual Title I Parent Conference, "Create a Masterpiece from Cradle to College" in July.

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The *Warner Word* is the newsletter of the Warner School of Education, and is published monthly during the academic year by the Office of Communications and External Relations. E-mail news@warner.rochester.edu to submit news items.

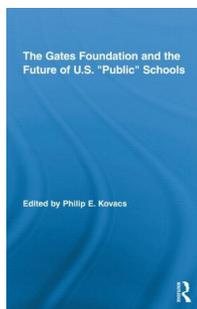


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Hursh Authors Chapter in Book that Takes a Critical Look at the Gates Foundation

David Hursh, associate professor, contributed a chapter in *The Gates Foundation and the Future of U.S. "Public" Schools* (Routledge, 2010), the first book to take a critical look at the Foundation's efforts to reform public education.

His chapter, "The Gates Foundation's Interventions into Education, Health, and Food Policies," provides an overview of the Bill and Melinda Gates Foundation, the single largest supporter of charter schools, while critiquing the key features of their efforts in health, agriculture, and education.



Hursh shows how the Foundation's efforts in health, agriculture, and education share similar assumptions and approaches. The Foundation takes a neoliberal approach that favors markets, competition, and new technologies, such as standardized tests, vaccines, and genetically engineered crops. Instead, critics write, more substantive and enduring changes might be achieved through cultural and economic reforms, such as decreasing economic inequality and providing affordable health care, clean water, and sewage disposal.

Further, Hursh describes education, food, and health as personal and public problems that should be solved through a democratic process that includes those affected. The Gates Foundation, on the other hand, uses its wealth to impose solutions on others, in effect privatizing public problems. "Instead, we need to develop public participatory methods of governance that include and build on the expertise of students and teachers, farmers, health workers and the wider community," he explains in his chapter.

Warner School Polos and Fleeces Restocked in All Sizes

Polos - \$25 / Fleeces - \$40

To purchase apparel please contact
Laura Brophy in the Office of
Communications and External Relations at
275-2308 or visit Dewey Hall 2-147A.

Cash and checks are requested for purchase.
Please make checks payable to the
University of Rochester.

Latino Students *continued from front page*

Data for this study was collected through 2003-07 student records from the RCSD detailing drop out and transition trends and 31 focus groups interviewing 95 students and 45 parents and guardians. The findings from both confirm that Latino students continue to fall behind academically and experience higher drop out rates than any other demographic group in Rochester.

Overall, only 38 percent of Latinos in Rochester schools graduate on time, compared to the district's average of 51 percent, according to 2008 data. In 2009, 36 percent of Latinos dropped out, compared to 32 percent of all students. Rochester is not alone. Between 1998 and 2008, the national dropout rate was consistently higher for Latinos than for any other race/ethnicity.

One particular pervasive problem faced by Latino youths, the study reported, is that they feel that their peers and teachers are racially biased against them because they are Latino. The study also found that Latino students feel unsafe and criminalized. Students also expressed concerns about the limited access to bilingual programs in schools, and noted that they have been pushed to schools with scarce or no bilingual resources because other schools were full.

After studying the Latino educational attainment and drop out rates in Rochester for six months, the report called for the district to reexamine its in-school suspensions, school security and surveillance, and bilingual program policies; establish programming that addresses school violence issues and risks; and provide ongoing workshops on social justice, inclusion, and race to staff and students.

According to the report, Latino students also have difficulty progressing through middle school and high school because of school, geographic, and immigration transition experiences. Students shared that they often have a difficult time mastering two languages and adapting to new schools because of instruction, grading, setting, and diversity changes.

"Those behind grade level are at a higher risk of dropping out of school," explains Harris.

In response to these transition patterns, the report also said that the district should make staff available at all schools to deal with mobility and migration issues, provide more opportunities for parents to participate in transition programs, and increase bilingual staff.

Ties to school- and community-based programs were singled out as a particularly strong influence in helping Latino youth set high academic expectations for themselves and making them aware of their college and career opportunities. Researchers found that students would feel completely lost without programs like Upward Bound, a federally-funded TRIO program coordinated by the University of Rochester and offered in five schools, and AVID (Advancement via Individual Determination), a program offered to students in 18 high schools. The report also suggested that the district should make these programs available in every school and provide them during accessible times for students.

But above all, the researchers said that these are not just school issues—they are problems that the entire community must address.

"The findings of this study prove that Rochester has an educational crisis on its hands with respect to Latino education; but it doesn't affect the Latino community alone," says Kiyama. "It affects the future of Rochester as a whole. Latino students and the rest of their peers who do not graduate from high school will have limited access to future educational opportunities and jobs."

The high concentration of Latinos coupled with their high dropout rate in the RCSD make this study particularly timely. Latinos make up 33 percent of the total population in poverty in the United States. A 2008 Pew Hispanic Center report forecasts that the Latino population, already the nation's largest minority group, will triple in size and will account for most of the nation's population growth from 2005 through 2050. Hispanics will make up 29 percent of the U.S. population in 2050, compared with 14 percent in 2005.

"Creating a safe and nurturing environment for all Latino students to learn will require a commitment from schools, communities, organizations, and families," adds Harris.

Results of the study—"School Experiences of Latino/a Students: A Community Based Study of Resources, Challenges and Successes"—were shared by Warner colleagues and co-researchers Kiyama and Harris. Other members of Warner's research team include Associate Professor Nancy Ares and graduate students Sandra Quiñones, Emily Martinez Vogt, Amalia Dache-Gerbino, Thomas Noel, Anibal Soler, and Monica Miranda Smalls.