

# Meeting the Policy Challenge in Urban Education

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## Letter from the Director



Dear Col-  
leagues  
and  
Friends of  
the UEP  
Program,

Our UEP  
program  
values the  
urban settings as policy labo-  
ratories for research and  
training. The summer session  
at the Annenberg Institute  
enables our students to net-  
work with community and  
policy organizations and to  
collaborate on client-initiated  
projects. During the fall and  
the spring semesters, students  
conduct extensive internship  
as part of their professional  
portfolio. The feedbacks from  
our sponsoring organizations  
have been highly favorable. I  
am proud to say that external  
requests for our UEP student  
interns have far exceeded our  
class size.

Field-based internship is a key  
factor that accounts for our  
successful placement. Our  
first two UEP cohorts are off  
to a strong start in terms of  
job placement. UEP graduates  
are working in areas that  
draw on their Brown training.  
Among our graduates include  
data managers in non-profit  
organizations, state and dis-  
trict policy analysts, program  
officer in a school funding

agency, outreach director of a  
theatre, school improvement  
coordinators, charter school  
administrators, neighborhood  
program planner, and instruc-  
tional coach.

Successes in our internship  
are clearly supported by the  
design of the UEP program.  
First, our faculty members are  
actively engaging our students  
in a wide range of research  
and development activities in  
the policy arena. Cynthia Gar-  
cia Coll has been spearheading  
groundbreaking research on  
the immigrant population.  
John Tyler and Ellen Foley are  
initiating different projects on  
supporting the use of data in  
urban districts. Several stu-  
dents are supporting the gov-  
ernor's urban education task  
force that is headed by War-  
ren Simmons. Our project on  
academic pathways funded by  
the Rhode Island Foundation  
provides opportunity for our  
UEP students to gather data at  
school sites across several  
districts in the state. Second,  
UEP has been fortunate with  
the support of the Annenberg  
Foundation for broadening the  
internship opportunities out-  
side of Providence. Third, our  
education outreach director,  
Tehani Collazo, has provided  
ongoing support and steady  
guidance to our students.

Integrating the urban settings  
into our UEP core activities

will continue to distinguish  
our program from most of  
our peers around the country.  
Particularly noteworthy is the  
naming of three students in  
the class of 2009 as the first  
cohort of Urban Education  
Fellows. In February 2007,  
President Ruth Simmons and  
the Brown Corporation re-  
sponded to the findings of the  
Steering Committee on Slav-  
ery and Justice by granting  
tuition forgiveness to highly  
competitive UEP students if  
they serve public school sys-  
tems and the associated non-  
profit organizations in the  
Rhode Island's urban core  
districts upon their gradua-  
tion. The naming of the Ur-  
ban Education Fellows signals  
Brown's long term commit-  
ment to improve the capacity  
of the urban districts in Rhode  
Island.

As we actively recruit our  
fourth UEP cohort, we will be  
able to share with them these  
and other measurable accom-  
plishments.

I hope you all have a great  
holiday season!

*Kenneth K. Wong*

Director of Urban Education  
Policy Program

Walter and Leonore Annen-  
berg Professor

## Faculty Spotlight: Professor Tracy Steffes



**Professor Tracy Steffes**  
Assistant Professor of  
Education and History

*“The Education Department has an exciting interdisciplinary nature that cultivates differing perspectives in an intellectually engaging manner”.*

*Dr. Tracy Steffes*

As a historian, Dr. Tracy Steffes grounds her work here at Brown University in the past but sees it informing the present. Steffes offers elective classes to UEP students that explore the history of American education with an emphasis on public school organizational development, debates over curriculum and aims, and issues of race and equity in education. She is currently writing a book, *School, Society, and State: A New Education for Modern America, 1890-1940*, that explores the widespread efforts to create a “new education” for modern life, analyzing both the changes in school aims, organization, and governance, including the growing

role of the state, as well as the larger political and social implications of these changes.

As we look to creating the next generation of urban policy makers here in the UEP Program, Steffes believes that there are some lessons to be drawn from this earlier period. Steffes argues that much of what we see as a new crisis in urban schooling today, including high teacher turnover, low student attendance rates, low student performance, and a sense of massive school failure, has strong parallels to a rural school crisis a century ago. Likewise she argues that state-level reforms aimed to address this rural

crisis and other perceived failures of local districts wrestled with how to balance centralized reform goals and leadership with respect for local effort and autonomy. These efforts and the discussion around them may offer positive and negative lessons for today as we wrestle with how to balance federal standards and aid with decentralized control. Though the past cannot provide a roadmap to future success, conversations about the great Progressive Era debates about centralization, equity, priorities, and school failure can add perspective to our current struggles with these issues in the urban education policy context.

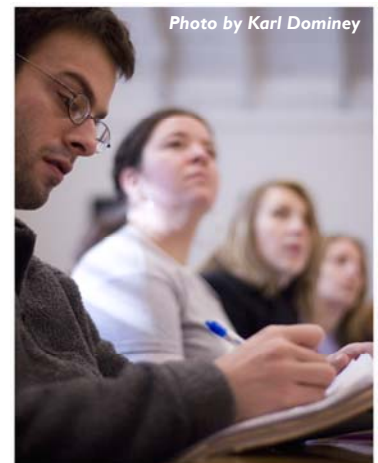
## Alumni Update

*Last May, we sent our second cohort of urban policy makers into the field. Highlighted below are just a few of our graduates and how their efforts are supporting change in the urban education landscape.*

### **Evelyn Brosi**

*Assessment and Data Manager, New York City Outward Bound, Expeditionary Learning Schools, New York, NY*

For the past several months, Evelyn Brosi has been working on creating the assessment strategies associated with the collection of out of school learning achievement identifiers, associated with the Expeditionary Learning™ (EL) model for NYC Outward Bound school sites. Academic learning connects to students’ own experiences, and to real-world issues and concerns. All students



*Photo by Karl Dominey*

in EL schools join a “crew” and a strong, supportive community where they feel secure and take responsibility for how they work.

# Alumni Update

## **Pamela Denton**

*Data & Evaluation Specialist, Ready to Learn Providence (R2LP), Providence, RI*

Working with its many partners in the city and state, R2LP looks to creating social networks among early-care and public-school educators, city librarians, health-care professionals, family child-care providers, and, above all, parents. Ready to Learn also conducts research and raises awareness about the needs of children, families and early-care educators in Providence, and about the opportunities and challenges facing R2LP and its many partners in responding to these needs. Ms. Denton has played a crucial role in proving the data needed to move social policy forward around issues of early childhood access and care.

## **Shannon Dolan**

*Education Consultant, The Center for Urban Education, Cambridge, MA*

The Center for Urban Education (CUE) is a consulting firm that aims to help schools and school districts improve instruction by working with teachers and instructional leaders in the areas of literacy, higher-order thinking, and fostering a more reflective and collegial practice within departments. CUE has developed its own frameworks for effective instruction, which focus on incorporating learning strategies that builds on Bloom's taxonomy into classroom instruction. CUE has provided coaches and workshop facilitators to school districts, alternative education programs, and non-profit agencies across the United States. Shannon Dolan has continued her on from her internship work with CUE and is now consulting with underperforming schools in the Brooklyn and Queens Section of the New York City Public Schools. She seeks to create communities of practice amongst educators by providing teacher support in the areas

of learner-centered literacy strategies, frameworks for effective instruction, as well as methods used to assist students in developing higher-order thinking skills.

## **Titus DosRemedios**

*Research and Policy Associate, Strategies for Children, Boston, MA*

The Early Education for All Campaign (EEA), of which Strategies for Children (SFC) is a part, is a coalition of leaders from business, early childhood, labor, religion, health care, education and philanthropy, working in partnership with families, grassroots leaders, and state policymakers to ensure: voluntary, universally accessible, high-quality pre-kindergarten, for every child delivered through a mix of public and private programs; voluntary, universally accessible, high-quality full school-day public kindergarten for every child; a statewide system of high-quality early education and care for all children, beginning at birth; and a statewide system to improve the training, education and compensation of the early childhood workforce. Titus supports the Research and Policy team to ensure the effective implementation of SFC/EEA's policy goals. Most recently Titus has focused his attention toward education policy and program evaluation, researching topics such as the effectiveness of summer enrichment programs and the impact of early childhood professional development on student literacy outcomes.

## **Kim Eisenreich**

*Education Programs Coordinator, NeighborWorks Blackstone River Valley, Woonsocket, RI*

NeighborWorks Blackstone River Valley (NWBRV) is a nonprofit community development corporation committed to rebuilding neighborhoods and communities. NWBRV focuses their efforts on developing quality affordable housing to serve as a catalyst to transform

communities and help families build better lives. However, housing alone is not enough to build better neighborhoods and lives, so, NWBRV collaborates with partners to also provide safe, violence free streets, access to jobs and economic opportunity, quality affordable childcare and afterschool programs, and responsive and effective government, education, social and cultural institutions. Kim Eisenreich continues her work with NWBRV this year. She has played an integral role in working with members of the Woonsocket high school and middle school SIT teams and Parent Advisory Councils. In addition she has created a number of family and youth education programs to include Youth RAP and Sure Track to College. These programs make use of the exceptional talents of local teachers, artists, poets, and musicians to create ongoing out of school time learning opportunities year round. Youth RAP offers developmentally appropriate tutoring, college preparation and entrepreneurship courses, art, music, and dance classes as well as sports programming for the youth of Woonsocket.

## **Buddy Farmer**

*Education Training Associate, Job for the Future, Boston, MA*

Buddy Farmer, education program associate at Jobs for the Future, organizes and facilitates residencies and academies at the UPCS Institute for Student Success. He also teaches at the University Campus Park School. Mr. Farmer serves on the Rhode Island Governors Board for Higher Education's dual enrollment commission, which develops strategy and the budget for dual enrollment statewide. He is currently enrolled in a doctoral program in education leadership and policy at Vanderbilt University.

# Alumni Update

## Michelle Gleason

Program Associate-Charter Schools, IFF, Chicago, IL



Photo by Karl Dominey

IFF is the Midwest's largest Community Development Financial Institution (CDFI) exclusively serving nonprofits in Illinois, Missouri, Iowa, Indiana and Wisconsin. CDFIs are a designation by the U.S. Treasury, and are private-sector entities with finance as the primary strategy for meeting their mission. IFF strengthens the financial and organizational capacity of nonprofits in its target market—nonprofits that serve low-income communities and disadvantaged populations—through loans to acquire, expand and maintain community facilities, affordable housing and other physical infrastructure. Michelle supports IFF in these efforts by conducting research to guide and improve public policy around the Charter Schools Capital Program. The Charter School Capital

Program has provided loans up to \$1 million since 1996. Financing is available to charter schools in the network for real estate acquisition, construction, renovation, repairs and maintenance, and to purchase equipment or furnishings. Michelle has also supported IFF in their efforts to enable the Noble Network of Charter Schools and UNO Charter School Network in Chicago to open seven new campuses.

## Molly Lasagna

Policy Specialist, Learning Point Associates, Washington, DC

Learning Point Associates is dedicated to helping teachers, principals and administrators be the best they can be and ensuring they stay in their professions. Through their partnerships with the National Comprehensive Center on Teacher Quality

and the Center for Education Compensation Reform, Molly has been able to support Learning Point Associates research on what is required to cultivate great teachers and leaders and keep them in the field. Ms. Lasagna has collaborated with educators who face these issues every day to devise sound practices that recognize great teaching and then replicate it across the hall, throughout a district and around a state. Her most recent efforts focus on teacher compensation aspect associated with teacher quality means and how one then galvanizes support for pay-for-performance models across districts in a given region or state.



Photo by Karl Dominey



# Alumni Spotlight: Tyler Dobrowsky

For more than 41 years, Trinity Rep has been a leader in arts education, believing that theater has a unique power to enrich and transform young people's lives. Trinity Repertory Company is a Tony award winning theater with the

last long-standing resident company in the U.S. Thanks to a large grant from the NEA, Trinity Rep started Project Discovery, a program that has allowed over 1 million students to see live theater, which former artistic director Adrian

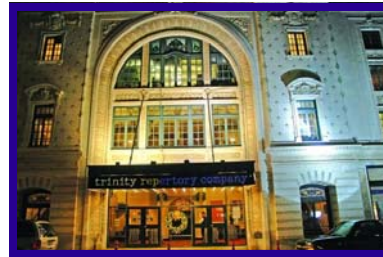
Hall called "the most dramatic, dynamic thing that was ever done at Trinity." At the helm of the community based education outreach projects, is UEP Alum, Tyler Dobrowsky. Tyler directs the many multifaceted education

initiatives at Trinity to include classroom workshops and residencies, professional development workshops for teachers, teacher preview performances, project discovery's school-to-career initiatives, young actors studio classes, theatre ambassadors, and internship opportunities.

According to Tyler the UEP program has served to enrich his work in a number of ways. The research and evaluation component of the UEP program has allowed Mr. Dobrowsky to become a much more persuasive grant writer – giving him access to the various facts and figures regarding Providence's education system, the socio-economic status of its population, and most importantly the know-how to locate these statistics. For Tyler, these figures are incredibly important when writing a grant to support under-served populations that often times do have access to the arts during the school day. Dobrowsky has

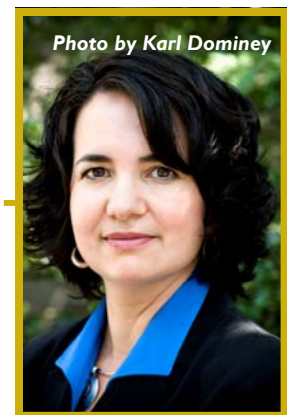
also found the research regarding the power of an arts education to be incredibly useful, not only in grant writing, but also in a networking sense. The UEP program has given him the knowledge to speak with authority and purpose about the issues facing education in American today, specifically regarding arts education that he not have before the program. Additionally, the human development perspective in the program has allowed Tyler refocus his outreach program efforts toward elementary youth. This is with his new understanding of the research that supports the fact that the most significant impact regarding student outcomes and increased likeliness for high school graduation can be seen with those students who are engaged early and frequently in their learning lives in activities that enrich their life experiences, theatre being one. As such Dobrowsky is now actively partnering with teachers and administrators at Martin Luther

King, Jr Elementary School as well as Vartan Gregorian Elementary School to begin workshops and residencies with students. connected to the community in which it serves. Trinity Rep is no exception as it Dobrowsky believes that any cultural organization on any level has responsibility to be draws on the support life of its audience to create opportunities for lifelong love of the arts. To learn more about the work being done at Trinity Rep, please visit them on the web at <http://www.trinityrep.com/>.



*“The arts allow students to be another person and helps them to look at the world from another viewpoint through stories that are a universal part of the human experience.”*

**~Tyler Dobrowsky**  
**UEP '08**  
**Education Director**  
**Trinity Repertory**  
**Company**



## Letter from the Director of Education Outreach

Dear Colleagues and University Partners,

Brown's Urban Education Policy Master's students are experiencing the opportunities and challenges of urban education through internships with the institutions, organizations, and offices where education policies are created and implemented. The close-knit nature of Rhode Island facilitates ongoing connections between our students and state and city leaders. Therefore our students not only access to the indi-

viduals with decision-making power, but the formal and informal meetings of curriculum, research, and program development. Drawing on their own past experiences as teachers, after-school educators and Peace Corp volunteers, students play leadership roles at their internship sites as they work to build capacity in these urban education contexts.

Among the topics of the 2008/2009 UEP interns are: evaluating university-school partnerships, building school level capacity through assess-

ment tools, informing the state legislature with research reviews, and supporting the work of the Governor's Urban Education Task Force. Below are just a few examples of our student internship experiences:

### University-School Partnerships

Working closely with leadership from the Central Falls Public Schools and the University of Rhode Island, UEP student Elizabeth Richards

is conducting an evaluation of this university – urban public school partnership to improve the overall educational experience and performance of its high school students. Liz is administering surveys and conducting interviews and focus groups to determine the level of engagement, perceptions and desires of the students, parents, teachers, and staff involved with the Partnership.

In her study of the effectiveness of the Saturday Academy collaborative effort between the University of San Diego and a San Diego charter middle school, UEP student Sue Lee will document the impact of the Saturday Academy on the academic performance and behavior of its middle school participants. Sue will distribute surveys and conduct interviews and focus groups during her winter and spring breaks among other visits to San Diego with the support of a travel grant from the Annenberg Foundation.

#### State Level Education Reform Efforts

Nick Vockerodt is interning with the Rhode Island Urban Education Task Force, an initiative led by the Annenberg Institute for School Reform at the request of Rhode Island Governor Donald Carcieri. As a

member of the Public Engagement Subcommittee of Taskforce, Nick helps organize community forums to invite feedback to the recommendations of the Task Force. He is also developing a meta-analysis of the recommendations and issues generated by community to organizations in Providence, Woonsocket, Central Falls, Newport and Pawtucket over the past decade.

Through her internship with the Rhode Island State Legislature, Norah Meah is conducting research and developing policy briefs to inform the work of the legislators. In addition, Nora will spend her winter break analyzing data at the Postsecondary Sample Survey Division of the National Center for Education Statistics (NCES) in Washington, D.C. Nora's research in D.C. will support the Rhode Island State Legislature by focusing on key agenda items expected during the upcoming session of the Rhode Island legislature.

#### District Level Policy

Janelle Sands and Sarah Whiting are interning with Brockton Public Schools in Massachusetts. As participant observers in classrooms across the district and professional development sessions for teachers, Janelle and Sarah are focusing on the relationship between professional development

sessions for English as Second Language teachers and their classroom practice. For their final internship project, Sarah and Janelle will prepare a report of their findings and present their recommendations to the Brockton Public School District.

Working closely with Providence Public School District Leaders, Drew Allsopp is building the capacity of Providence Schools by designing needs assessments for school-level leaders to document the specific challenges of their school. Drew is also working with District staff to design professional development workshops supporting school leaders, developing Providence One Plans, school improvement plans, based on the findings of the needs assessments.

On May 14, 2009, we look forward to hearing the reflections and recommendations of our students at our second annual UEP Intern Conference. We welcome you to join us for this engaging discussion!

Sincerely,

*Tehani Collazo*

## Building Capacity in Rhode Island:

### Introducing the UEP Urban Education Fellows

As we know, urban education systems are in transition. The future of urban schools - and the students they serve - depends on the skills and vision of those with the know-how to design and implement policies that benefit American's most disadvantaged children. The Educa-

tion Department at Brown University in collaboration with leading urban practitioners has created an innovative master's degree program in Urban Education Policy. This intensive, twelve-month program will provide tomorrow's policymakers with the tools to analyze,

design, and implement policies that promise a bright future for urban education. This experience will provide Urban Education Fellows the toolkit necessary to navigate through complex urban issues that they will face in their future commitment to the



L to R: Nicolas  
Vockerodt, Drew  
Allsopp, Heather  
Johnson  
Photo by Karl

Providence urban core. Students are given multidisciplinary coursework in data analysis and data-based decision making, economic theory and application, urban politics, human development, demographic issues, and the systems and structures as well as the challenges and opportunities associated with urban education.

In exchange for this toolkit, UEP Urban Education Fellows (UEF) commit to working in the Providence urban core for three years upon graduation, supporting the learning lives of Rhode Island's neediest children. This year's inaugural Urban Education Policy UEF students include Drew Allsopp, Heather Johnson and Nick Voderodt. Each have remarkable and poignant stories that have ultimately lead them to make this commitment to the state of Rhode Island and its children. This fall we sat down with our UEFs to learn more about their passion for education and posed the following questions.

1. Prior to UEP what has your work in the field of education entailed and how did that work lead you to the UEP Program and ultimately the Urban Fellows?
2. What are some of the opportunities and challenges that you see as being part of being a UEF working in RI education policy?
3. What do you see yourself gaining from your time as a UEF?
4. Additional thoughts you would like to share?

#### **Drew Allsopp**

My work as a teacher in New York, and then ultimately my involvement on a leadership team at a small school, led me to the UEP program. I feel like a good fit for the Fellows because I am enthusiastically committing to a career in Rhode Island and its urban school districts. Also, I feel that my previous career as a teacher and school leader has prepared me for some of the common

problems faced by urban schools.

The dynamic nature of the urban districts in R.I. provides both opportunity and challenge. The districts are so small, relative to urban districts around the country, so there is access to superintendents and other leaders and enactors of district policies. This is obviously an incredible opportunity. At the same time, the constant turnover of superintendents in Providence, for example, or the school and district takeovers by the state, have created a culture of policy that one teacher compared to "being in a washing machine" in terms of messages and intentions from above. This is a tremendous challenge for folks here.

I also particularly value the commitment Brown is making to Providence. This is one big plus for the program... the UEP program shows a desire to foster a greater Brown/Providence connection. I hope to gain this type of connection to my new home city -- that my individual connection is fostered alongside the increasing institutional connections.

#### **Heather Johnson**

I came to UEP from a teaching background. I completed the Teacher Education Program during my undergraduate

studies at Holy Cross, but became particularly interested in issues of social justice and urban education. Following graduation, I was a volunteer teacher at Mother Caroline Academy (MCA), an inspiring middle school for 60 inner city girls in Dorchester, MA. My time at MCA had an enormous influence on my interest in the UEP program and has become a powerful lens for my studies. It showed me that education does not exist in isolation and that progress takes time. My interest in joining the Providence community as an Urban Fellow stems directly from the interest and passion that was sparked at Holy Cross and at MCA.

The opportunities and challenges go hand-in-hand: the opportunities will inevitably involve challenges and the inevitable challenges will offer new opportunities. I am excited to be in Providence. The small size of the city offers tremendous opportunities to get involved and connected. With the size also comes an interesting political dynamic that might be challenging to navigate. The current energy and possibilities surrounding various initiatives in the city are exciting and I look forward to opportunities to be a part of the changes. It will require patience and

## UEP Discusses School Reform with Mayor Cicilline

On October 22, students in Professor Ken Wong's Urban Politics and School Governance class met Mayor David Cicilline and Providence School Superintendent Tom Brady at City Hall. The students presented the Mayor and Superintendent with multiple briefing reports addressing various educational issues relevant to Providence Public Schools. Expressing his belief that human capital is one of the most crucial ingredients in building a better system, Mayor Cicilline conveyed his enthusiasm for school reform with the group and called on the students to help Providence Public Schools on a personal level. The Urban Education Policy degree is just one of the ways Brown is supporting Providence K-12 students.

*Courtesy of Brown in the Community*



## Urban Education Fellows

perseverance, as well as a great deal of collaboration in the city.

In a word, my time as a UEF offers connections. I will be connected to an expansive network of experts and mentors at Brown, in Providence, and beyond. I will also benefit from connections to students and schools that keep the policy work relevant and linked to various learning settings. Finally, there will be connections to countless experiences that will offer inspiration and challenge. I will be able to add layers to the foundation that I establish during my time at Brown.

To sum up, the fact that

education exists in a larger social and political framework demands that policy conversations incorporate an understanding of the communities that are impacted. The UEF offers an opportunity to establish relationships, build trust, and generate understanding over time in Providence. I anticipate learning and growth that is mutual and transformative.

### Nicolas Vockerodt

In college I took several education courses, two of which required in-class observations of a fifth grade classroom. To say the least, these school visits made me wary of entering the field of education as a

teacher without serious training. Another course I took however, focused on Supreme Court interventions into the field of education and it impressed on me the importance of national guidelines for public schools. After graduation I initially stayed clear of the classroom, instead preferring to take on the role of a mentor. In doing so I primarily worked with issues effecting a students outcome in school that occurred outside school doors. Eventually, this line of work highlighted the national phenomenon regarding schools inabilities to create positive relationships with students. I soon afterward began working at an elementary public charter school in

Washington DC that promoted an inclusion policy. In the beginning I committed to aftercare work, striving to strike a balance between student's desires to socialize and play after school hours with the need for reinforced instruction in the basic subjects many of my students were underperforming in. In time, I began to provide instructional support for students disassociated with their classroom material. Soon after, I began work as a full time teachers aide, committing myself to a fourth grade math and science classroom. Cumulatively these experiences impressed on me was that there is a strong commitment on the part of teachers, administrators, special education instructors, and social workers to seeing that schools are providing the type of environments students need to be successful, however, that commitment has not been matched by those who set policies effecting our nation's schools.

Since accepting the Urban Education Policy Fellowship I have been introduced to many of the education policy workers in Rhode Island, and have since been versed in the conditions in the state that have direct influences on how policy is set. I see these introductions as an opportunity to learn at an intimate level the details of education policy and the routes available to policy makers.

Interestingly enough, these same opportunities are also the challenges in becoming a UEF. It is one thing to learn about what effects policy, and the options available to policy makers, however, making a contribution to the efforts already in place is a daunting task. I think the greatest challenge in my time as a UEF will be in my attempts to translate the lessons from the classroom into tangible results for Rhode Island students, teachers, and parents.

I look forward to the diversity of subjects in my required coursework and the multiple lenses they provide for viewing education. I think they will greatly increase my understanding of the complexity of the issues facing the field, as well as increase my capacity to tackle those issues. In short I see myself gaining a widened perspective on education. I also value the professional connections I am making, not only with Professors and professionals in the field, but also with my fellow classmates.

## Join us for these upcoming UEP Events

**January 23, 2009 UEP Speaker Series** hosts Dr. Melissa Roderick of the University of Chicago

*Professor Roderick is an expert in urban school reform, high stakes testing, minority adolescent development, and school transitions. Her work has focused attention on the transition to high school as a critical point in students' school careers and her new work examines the transition to college among Chicago Public School students. Dr. Roderick's new work focuses on understanding the relationship between students' high school careers and preparation, their college selection choices, and their post-secondary outcomes through linked quantitative and qualitative research.*

**February 2, 2009 The Education Department** hosts Dr. Pedro Noguera of New York University

*A Brown Alum, Dr. Noguera is the Executive Director of the Metropolitan Center for Urban Education and the co-Director of the Institute for the study of Globalization and Education in Metropolitan Settings (IGEMS). An urban sociologist, Noguera's scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America and several other countries throughout the world.*



## Taking Outreach to the Schools:

### The Swearer Center's College Guides Program

In the mid-1980s, college students were characterized as the "Me Generation," interested largely in personal comfort and status. Brown University President Howard Swearer took exception to this label, witnessing the commitment of Brown students to address societal concerns. Nonetheless, he felt that universities had to do more to establish a firm institutional commitment to public service and strengthen the linkages between community engagement and the academic work of the university. In 1986, President Swearer established the Center for Public Service at Brown. Thanks in part to a grant by the Jack Kent Cooke Foundation last fall, the Swearer Center has been able to expand its commitment to serve the Providence community with the establishment of the College Advising Corps and College Guides Program. This original approach in creating college access opportunities for disenfranchised youth, partners recent college graduates from Brown and the University of Rhode Island with local schools and organizations to bring about awareness around the college admissions process.

This effort to support and strengthen student learning while making a contribution to the education community has drawn a number of Brown graduates since the program's inception last fall to include, Heather Driscoll, Class of '08. Heather came to the College Guides Program invigorated by the opportunity to become a more active participant in the city Providence through experiential learning. Through her work in the urban high schools of Providence, Heather has seen firsthand that in fact many, if not all, of her advisees aspire to go to college but have sometimes seemingly insurmountable barriers to hurdle in order to make their dream a reality. It has been gaining access to computers, the Internet, and demands on student's time that have been the greatest challenge for Heather and her advisees as they begin the college admissions process. If anything this work has taught Heather to be a creative thinker and find inventive ways to find a computer here and there for her students to access online applications or host SAT prep sessions that include children and siblings of her students. The motto has been whatever it takes, as the Director of the Swearer Center, Roger Nozaki echoes. According to Nozaki,

this is a program about creating the "opportunity to pursue a life of opportunities" for the urban youth in Rhode Island. Driscoll has said of her time as a Guide that she has been able to learn so much more from her students than she would have ever expected, namely about perseverance and drive. In turn she hopes to provide students an environment where they are able to build their confidence and understand just how truly capable they are of succeeding. As the Guides Program readies itself to enter its third year, Heather and her colleagues are poised to build a college going culture here in Rhode Island that looks to engage one student, one school at a time. To learn more about the Swearer Center and its work with the College Advising Corps, please visit, [http://www.brown.edu/Departments/Swarer\\_Center/](http://www.brown.edu/Departments/Swarer_Center/).

*"opportunity  
to pursue a  
life of  
opportunities"*

*~Roger Nozaki  
Director, The  
Swearer Center  
for Pubic Service  
at Brown  
University*



Photo by Karl Dominey

# Announcements

## Brown University Announces Commitment to Urban Education and Providence Area Schools

**10 Urban Education Fellows** will receive full tuition support for 2009-2010 in the form of *loan forgiveness*.

**8 Masters of Arts in Teaching (MAT)** candidates will be named as Fellows.

**2 Masters of Arts in Urban Education Policy (UEP)** candidates will be named as Fellows.

**Fellows commit to serve low-income schools and districts in Providence and other Urban Core communities for 3 years upon graduation.**

These commitments were developed from the report to the University's Steering Committee on Slavery and Justice. For more information please contact, Katherine Wieland at [Katherine\\_Wieland@brown.edu](mailto:Katherine_Wieland@brown.edu).

### REMINDER TO ALL POTENTIAL APPLICANTS

All UEP applications, both online and paper submissions, are due to the Graduate School no later than January 2, 2009. **A complete application includes:**

- ◆ Application for admission
- ◆ Official transcripts of all prior academic work at institutions of higher education
- ◆ Three letters of recommendation from individuals familiar with your academic potential
- ◆ Official Graduate Record Examination scores (use Brown University Institution Code 3094)
- ◆ TOEFL scores (international applicants only)
- ◆ Non-refundable application fee

Feel free to contact, Ann D'Abrosca ([Ann\\_D'Abrosca@brown.edu](mailto:Ann_D'Abrosca@brown.edu)), UEP Administrator with any questions you may have regarding admissions.

### HAVE NEWS TO SHARE WITH THE UEP NETWORK?

Whether it be a personal update, career or professional development opportunity, or news in the field of urban policy, please email [Katherine\\_Wieland@brown.edu](mailto:Katherine_Wieland@brown.edu) with your thoughts and comments today!

### Save the Date!

Join us May 14, 2009  
for our annual  
UEP Internship  
Conference

*Invitation to Follow*



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This news letter is brought to you by your colleagues in the Education Department at Brown University.

For more information on the Urban Education Policy Program, please visit <http://www.brown.edu/Departments/Education/uep/>

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