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MESSAGE FROM THE DIRECTOR

NEW DIRECTIONS, CONTINUED FOCUS

In our fourth newsletter, we are starting a new tradition of producing at least two newsletters per year. This being the inaugural Summer newsletter, the next newsletter will appear at the end of the Fall. Over the course of this past year, we have begun a new phase of expansion, outreach, and partnership-building. Much of this progress can be credited to the efforts of our new Associate Director. While our mission has not changed, the services the CUE provides has branched out in new and exciting directions, several of which we highlight in this newsletter.

The CUE continues to serve on an extensive range of funded grants and contracts, totaling to 18 active projects. Since the last newsletter, the CUE has been successful in securing additional grant funds from the Ohio Educational Research Center and the Martha Holden Jennings Foundation. It also has several pending grants submitted to the U.S. Department of Health and Human Services/Health Resources and Services

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Campus International School Update

This year Campus International Schools (CIS) staff and students went through some major adjustments after moving the 5th and 6th grades to the South Campus, while staying involved in plans for a new building to be constructed on the campus of CSU. This upcoming school year, CIS will also add a 7th grade. In the meantime, CIS continues to collaborate with many faculty and students at CSU on a host of research projects and initiatives. Here we highlight just a few. Readers can read more about these collaborations on the CIS website at <http://www.csuohio.edu/campusinternational>.

SOCIAL ACTION RESEARCH

With support from a second grant from the Martha Holden Jennings Foundation, Drs. Mary Gove, Grace Huang, Kristine Still, and Adam Voight worked with 11 teams of teachers at CIS during the 2014-15 school year to conduct action research projects to answer questions about school and classroom practices. On April 28th, a symposium was held at Julka Hall to present and acknowledge their hard work, ranging from whole-school projects, such as “What is the effect of a student voice initiative on the behavior and school commitment of students with behavior problems?” to grade-specific projects like “How does the implementation of MindUp Curriculum impact on kindergarteners’ executive functioning behaviors?” The posters attested to the innovation and level of research creativity enacted in real time at CIS. Dr. Perry and the CUE staff collaborated with Dr. Gove and the Co-PIs to evaluate the grant. The CUE was pleased to sponsor the event and looks forward to future conference presentations and publications emerging from all of the hard work that was put into these successful projects.

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► MESSAGE FROM THE DIRECTOR

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Administration (HRSA), The Cleveland Foundation, and the Spencer Foundation, with proposals in the works for the Institute of Education Sciences (IES) and the National Institutes of Health (NIH). As usual, readers will find new information about R&D activities at Campus International School, updates on grants and research projects, as well as featured initiatives in the community and schools.

As the CUE enters its sixth year of operation, I will be stepping down as Director at the end of the 2015-16 year. I start a new position as Chair of the Department of Counseling, Administration, Supervision, and Adult Learning (CASAL) effective July 1st. To facilitate the transition of my successor, I will remain Director for one more year. Although it is hard to leave this role, I intend to continue to work with the CUE well into the future, even as I assume new responsibilities at the university. Great opportunities still lie ahead for the Center. While we've accomplished much in a short period of time, the CUE is just getting started.

JUSTIN PERRY, Director of the Center for Urban Education, Cleveland State University

► CAMPUS INTERNATIONAL SCHOOL UPDATE

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CSU PARENT ENGAGEMENT

As members of the CIS Parent Caring Organization (PCO), two CSU employees who are also CIS parents were instrumental in getting several initiatives off the ground. Peggy Irwin, Grant Writer & Administrator in the College of Sciences and Health Professions, dedicated a significant amount of time and effort into creating a comprehensive inventory of CSU's engagement at CIS (past and present); this inventory will help serve in communicating more effectively what is happening at CIS, while working towards building a stronger community of engaged parents. Another major contribution from a parent was initiated by Dr.



Kiril Steletzky, Associate Professor in the Department of Physics. Dr. Steletzky conducted a survey of CIS parents in December concerning after-school programs/enrichment activities, and then provided a report to stakeholders at the school. His efforts have stimulated an important dialogue about after-school programs and sports clubs/clinics at CIS, especially as it moves into the middle school grades. In addition, Dr. Steletzky helped prepare and submit a grant proposal to the Ohio Board of Regents, which was designed to pilot test a bicycle club for middle school students as a way to learn physics and math.

PROFESSIONAL DEVELOPMENT

The CUE was excited to sponsor a presentation by Dr. Ron Abate, Professor-in-Residence at CIS, and Ms. Lindsey Glass, PhD Candidate at CSU, at the 2015 Professional Development Schools National conference held in Atlanta, Georgia. The title of the presentation was "Teacher Candidates Perceptions of Equity in an Urban School." It just so happened that another sponsored professional development (PD) event also occurred in Atlanta. For this event, the CUE was pleased to support Principal Julie Beers, 4th Grade Teacher Kate Grzelak, 4th Grade Teacher Jacqueline Hawley, and 5th Grade Teacher David Dudik to attend a training at a local International Baccalaureate (IB) school that offered the Middle Years Program (MYP), which CIS is currently planning to implement, as well as a training at the renowned Ron Clark Academy.

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The Ron Clark Academy has been internationally recognized for its model of education and fits naturally with the IB model at CIS. Indeed, CIS staff took away a host of new ideas that can be immediately adopted at the school. In addition to these events, the CUE brought a consultant, Chad Hyatt, from Columbus for three days in November to assist with MYP planning at CIS, including consultation on curriculum mapping and “Exhibition” projects, the capstone project for 6th grade students in the MYP.

SUMMER CAMPS

This summer, CIS is initiating two new summer camps in collaboration with CSU faculty and students, while continuing to implement the Video Camp (Movie Magic Project), which was highlighted in our last newsletter. The two new camps, CIS Writer’s Workshop and Computer Aided Design Camp (CAD), naturally align with current priorities at CIS around innovative practices in writing and STEM education. First, the Writer’s Workshop recruited 24 students in the 5th, 6th, and 7th grades for an intensive writing camp addressing state and national Language Arts Standards. The workshops use a group approach that encourages creative writing and will continue as a club during the school year, with the expectation that the summer writers will serve as writing mentors to other students, thus creating a “culture of writers” at CIS. Dr. Terri Purcell, Associate Professor in the Department of Teacher Education, is leading the project in collaboration with Dr. Abate and 3rd Grade Teacher Sheila O’Rourke. Second, the CAD Camp, led by Dr. Abate and Art Teacher Melissa Nilsen, will engage about 12 students in 5th through 7th grades in sewing activities consistent with the “maker movement” and STEAM (STEM plus art instruction). Given that the MYP program requires a design class, this pilot project is a first attempt at instruction in the MYP curriculum. Visits to the Cleveland Institute of Art are also being arranged for the CAD camp. The CUE is pleased to support all three summer camps which have been implemented in partnership between CSU and CIS. These camps will serve as a basis for future development, evaluation, and replication studies.



Ron Clark presents at a training in Atlanta attended by CIS staff

MESSAGE FROM THE ASSOCIATE DIRECTOR

THE UNIVERSITY AND THE CITY



As I become acquainted with the university and the Greater Cleveland area, I am heartened by the energy, creativity, and commitment of my CSU colleagues and the local education community. I am also galvanized by the challenges of educating our local young people. This year, I have often asked the question, “What does it mean to be an urban university?” In addition to providing high-quality education that is relevant to the urban community, I believe that an urban university can help address local issues through research and partnership. This year, we have continued to establish the Center as a bridge between the university and the city, building relationships and partnering to understand and improve young people’s outcomes, including collaboration with our neighbors down the street, Cleveland Metropolitan School District. What can we accomplish for young people by combining the capacity and strengths of the university with those of our community partners?

ADAM VOIGHT, Associate Director of the Center for Urban Education, Cleveland State University



Research and Grants

The CUE is collaborating on several new grant-funded projects that were awarded in the 2014-15 academic year. These are highlighted below. For more information about all of the CUE's active and completed grants, visit the CUE website.

OHIO EDUCATIONAL RESEARCH CENTER

The Ohio Education Research Center (OERC) is statewide collaboration of universities and other research organizations that conducts education research and connects it to practice and policy for Ohio's schools. The Center began discussion with the OERC this fall and has formally begun the process of enlisting CSU as an official member institution. In its first collaborative project with the OERC, the Center is conducting an evaluation of a reading intervention in Youngstown City Schools that began in Jan-



uary and will run through the 2015-16 school year. The intervention involves the assignment of Youngstown State University undergraduate students as one-on-one tutors to 2nd grade students to assist with reading comprehension. The Center will examine the effects of tutoring on students' reading and literacy outcomes.

STUDENT VOICE IN URBAN EDUCATION REFORM

Dr. Voight received an award of \$24,000 through the CSU Faculty Research and Development Program to perform a research study entitled "*Student Voice in Urban Education Reform*." This study will focus on understanding how students can effectively be part of reforming urban high schools. Many urban school districts are experimenting with innovative school improvement strategies in response to chronic problems with academic failure, dropout and violence. A little-used reform strategy, known as student voice, involves students with problem identification, decision-making and implementation. The research will feature a mixed methods case study of the implementation and outcomes of a district-wide student voice initiative across 28 high schools in Cleveland Metropolitan School District (CMSD). The project will lay a foundation for future funding from the U.S. Department of Education,

STUDENT SPOTLIGHT

Bethany Lavins, is a graduate assistant at the Center and a student in the Master's in Urban Secondary Teaching (MUST) program. Bethany brings a unique background as a student teacher after earning her bachelor's degrees in International Relations and Psychology from Ohio State University and a master's degree in Experimental Psychology. Before coming to CSU and deciding to become a teacher, she was working toward a PhD in Clinical Psychology at Ohio University. Bethany is fulfilling her student teaching requirement at Euclid High School this year as she seeks licensure in Integrated Social Studies. Bethany has played an important role on a number of projects and grants at the CUE, including research on healthcare pipeline programs and the evaluation of DigiLit in the Cleveland Heights-University Heights school district. She plans on teaching AP Psychology in high school. In her spare time, Bethany enjoys running and playing the violin.

Institute of Education Sciences to conduct research related to student voice, social and behavioral competencies, and education outcomes. The idea for this project originated through conversations between Dr. Voight and CMSD officials, in response to a need identified by the district to better understand how this initiative is working.

CAREERS IN MEDICAL AND HEALTH PROFESSIONS (CHAMPS)

For a fifth consecutive year, Dr. Perry and the CUE staff will serve as the evaluators for CHAMPS during the summer, a university-based STEM+H healthcare pipeline program for high school youth (highlighted in previous newsletters). Once again, CHAMPS was awarded a grant from the Martha Holden Jennings Foundation to Dr. Robert Ferguson, Associate Professor in the Department of Teacher Education. The Center is pleased that the first empirical study evaluating CHAMPS



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SPONSORED EVENTS AND PROJECTS

On January 23rd and 30th, 2015, the Center sponsored two forums that brought together stakeholders in local urban education. The first forum was intended primarily for off-campus organizations that do work related to urban education, and the second forum was intended for CSU affiliates. The purpose of the events was to have a dialogue about issues in local urban education, brainstorm solutions, and build relationships between and among institutions in Greater Cleveland working to improve outcomes for local young people. The forums also offered an opportunity for the Center to discuss its history, mission, and capacity.

The forums were well attended and generated a stimulating environment for sharing ideas and networking between practitioners, policymakers, and researchers. The groups generated lists of priority areas for intervention and research in local urban education, and attendees expressed their perceived value of the Center and the role it can play in addressing identified priorities.

An outcome of these forums was the formation of a Community Advisory Board (CAB) for the Center, composed of representatives of local education stakeholders. The CAB will meet periodically to provide guidance to the Center and assist in ensuring its responsiveness and relevance to the surrounding community.

COMINGS AND GOINGS

Chelsea Beabout, spotlighted in our previous newsletter, will be graduating this summer from the MUST Program. While sad to see her go, we are excited to learn that Chelsea was hired for a teaching position through the Japanese Exchange Program (JET) to teach English to senior high school students in Hyogo, Japan, from 2015 to 2016. When she returns from her experience overseas, Chelsea plans on teaching Integrated Language Arts in high school. Chelsea has been an exceptional asset to the Center over the past year. Her contributions have made a difference not only in the success of the CUE's mission, but in the daily lives of the youth she has taught and served in a tireless, selfless manner.

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was published in the *Journal of Science Education and Technology* (Wallace, Perry, Ferguson, & Jackson, 2014). Since the last newsletter, the CUE has continued to work with Dr. Ferguson on a variety of grants to help strengthen the curriculum, sustain the operations, and expand the research base of the program, including one recently submitted to the Cleveland Foundation as part of a larger proposal to educate primary care health professionals in urban neighborhoods.



Community Partnerships

It was a very productive year for the Center with respect to building partnerships and providing services to community stakeholders. Below we describe several of these collaborations.

ASSESSING “THE CLEVELAND PLAN”

At the request of the Chief Executive Officer of CMSD, the Center collaborated with the Office of Evidence and Inquiry at Cuyahoga Community College to create a report on the district’s progress toward meeting the goals of “Cleveland’s Plan for Transforming Schools.” The Center used publically

available data to examine the effectiveness of CMSD on several indicators from the 2013-14 school year. The analysis was conducted in a way that took student demographics and prior performance into account to allow for CMSD to be compared more fairly to other districts in the state. The final report is

available online at <http://tinyurl.com/nzsgkh4>. Dr. Voight assisted CSU President Ronald Berkman in presenting the results of the report at a meeting of the CMSD Board of Education on April 14. The Cleveland Plain Dealer featured the report in a recent news story, which can be found online at <http://tinyurl.com/nvfrqjh>. The Center looks forward to continuing to collaborate with CMSD in

The function of the university is not simply to teach bread-winning, or to furnish teachers for the public schools or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life.

- W.E.B. Du Bois

their improvement efforts, including through the Student Voice in Urban Education Reform research project noted in the above section.

SCHOOL HEALTH “COMMUNITY OF PRACTICE”

Dr. Voight, Dr. Susan Bazyk, Professor in the Department of Health Sciences, Dr. Judy Ausherman, Associate Professor in the Department of Health and Human Performance, Dr. Corinne Wheeler, Associate Dean of the School Nursing, and several faculty from across the university collaborated to form a “community of practice” on the topic of school health. The group is exploring how perspectives from education, occupational therapy, nursing, and other fields can contribute to a holistic understanding of student, staff, and community wellness. The group recently met with the CMSD Wellness Committee, of which Dr. Ausherman is a member, to discuss how CSU can collaborate more extensively with CMSD to improve health outcomes for students.



FIRST RING LEADERSHIP ACADEMY

Dr. Perry and the CUE staff worked with the Director of the First Ring Superintendents’ Collaborative, Marty Motsco, as independent evaluators of the First Ring Leadership Academy. The purpose of one project was to track the career growth and occupational status of nine separate cohorts which had graduated from the Academy, dating back to 2005. For another project, the CUE served as evaluators for the tenth cohort of the Academy. We appreciate the assistance of Dr. Deborah Morin, Director of the Center for Educational Leadership at CSU, for assisting with aspects of the evaluation.

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