

POLICY AT THE CROSSROADS



**Debating the Big Issues,
at Teachers College**

TEACHERS COLLEGE COLUMBIA UNIVERSITY
2009 ANNUAL REPORT

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A LETTER FROM THE PRESIDENT

Dear Friends:
In 1900, in a report to the Teachers College Board of Trustees, James Earl Russell, TC's first Dean wrote, "The influence we are even now exerting extends in all directions and includes within its scope all grades of public instruction, from the kindergarten to the university, and practically every phase of educational and philanthropic activity."



Those words have remained true throughout our long history. Over the years, TC has been the birthplace of comparative international education, special education, educational testing, nursing education, nutrition education, educational psychology, the application of scientific methodology to education research, conflict resolution, urban education, the study of gifted children and more.

Today, our commitment to making an impact hasn't changed—but the world has. The problems of our era—illiteracy, poverty, disease, conflict, the environment—increasingly are interconnected, and no single field can hope to tackle them alone. That's why at TC, with our focus on the three broad areas of education, health and psychology, we believe we are uniquely positioned to work on these challenges.

"Teachers College is the most experienced and influential institution of its kind in shaping informed, data-driven policy choices."

During the last year and a half, we have identified a range of issues and problems that require our breadth of expertise and that have the potential to galvanize different areas of our College to work together.

These include groundbreaking work in learning and cognition, equipping schools to serve all the needs of their surrounding communities, exploring the concept of global citizenship, explicating

the role of creativity and imagination in all areas of learning and much more.

All of these are compelling areas that we expect to yield powerful ideas for positive change. Yet even the best ideas don't sell themselves. To have impact, they must be adopted as policy—and for that to happen, they must first be tested, validated and articulated to those with the power to apply them on a broad scale.

As you'll discover in reading this Annual Report, Teachers College is the most experienced and influential institution of its kind in shaping informed, data-driven policy choices. Our expertise extends from the level of individual school systems to the international stage, across a range of education, health and social science disciplines, in both the public and private sectors and in all phases of the human lifespan. Our faculty not only conduct policy-oriented research within these different areas, but also are uniquely equipped to analyze the trade-offs—both social and financial—of emphasizing investment in one area over another.

And, as you will also see, TC's policy expertise has never been more front and center on the national stage than it is right now.

The Special Report that begins on page 13 describes the impact of our work on:

- Major legislation to invest billions of new dollars in early childhood education and community colleges;
- The use of research-based evidence of success as a criteria for funding social programs, such as home visiting nurses to teach essential parenting skills;
- State policies that govern the creation of charter schools;
- Judicial and legislative approaches to the racial integration of public schools;
- Federal funding for public health research;
- The adoption of promising new approaches to learner-centered teaching and assessment.

It is because of this work that leaders and policymakers are increasingly choosing TC as the place to be seen and heard. In October 2008, on the eve of the presidential election, we hosted a live debate between the education advisors to candidates Barack Obama and John McCain

that was also Webcast to thousands of people around the country. This past fall, U.S. Secretary of Education Arne Duncan came to TC to deliver a major policy statement on teacher preparation. A few weeks later, TC alumna Merryl Tisch, Chancellor of New York State's Board of Regents, and David Steiner, the state's new Commissioner of Education, came here to outline their vision for the state education system. And in spring 2010, we will be the site for the National Conference of State Legislators' annual National Education Seminar, at which a number of our policy faculty members will speak.

These and other events validate our claim that—quite literally—we are the premier address for the national conversation about education writ large.

Of course, as I indicated at the outset, we are making an impact in other areas beyond the policy arena. Our recent accomplishments include:

OUR WORK IN NEW YORK CITY'S PUBLIC SCHOOLS

Last year, 89 percent of our student teachers worked in public schools and 77 percent in New York City public schools, teaching nearly 10,000 students. A recent study also found that, in New York City, 34 percent of those responsible for teacher education—that is, higher education faculty members who prepare the city's new teachers—are graduates of either TC or NYU.

The TC Peace Corps Fellows Program—which fast-tracks returning Peace Corps volunteers into teaching jobs in high-need, high-poverty New York City public schools—has trained 695 individuals since its inception in 1985. More than 300 of these teachers are still working in classrooms today, reflecting the program's extremely high retention rate compared with other alternative certification programs.

The TC Reading and Writing Project, founded 25 years ago and still directed by Professor Lucy Calkins, works with perhaps a quarter of all elementary and middle schools in New York City and is also active in a number of other U.S. cities. The proficiency rate of students in all grades in TCRWP in New York City schools increased by 18 percent from 2007 to 2009. In addition, the number of

students at those schools who are not meeting standards decreased by 18 percent from 2007 to 2009. Last year, 73.5 percent of fourth grade students in all TCRWP schools scored in the highest brackets on English Language Arts test scores, as compared with 69 percent of the rest in New York City.

In addition to these efforts, in Fall 2009, TC secured a \$9.75 million grant from the U.S. Department of Education to start a new urban teaching residency program. The program will recruit academically talented, diverse individuals from under-represented groups—for example, returning Peace Corps volunteers, veterans from the Armed Forces and mid-career changers—and transform them into exemplary, highly qualified teachers who can capably meet the needs of children and youth in high-need, urban school districts such as New York City. Residents will receive a substantial scholarship to TC, plus a \$22,500 annual stipend and health insurance. After completing the program and attaining certification, they will be required to teach for at least three more years in a high-need school.

We are also making a major contribution to school leadership. It's a well-documented fact that the more experience a school principal has, the better his or her students perform. Now a new RAND study has found that participation in our Cahn Fellows program, which brings together top New York City principals to work on challenges they have identified in their own schools, translates

a partnership with a group of Harlem public schools. Initially, this work, which is being spearheaded by our Office of School and Community Partnerships, is focusing on professional development for teachers in science, technology, engineering and math. In select schools, however, TC will ultimately share direct responsibility for student performance in all subjects.

More than 2,000 students from partner schools had the opportunity to visit the College's campus last year for a number of events, thus increasing their exposure to the arts and to cultural programming that has been increasingly absent in the public schools.

Finally, TC has moved ahead with plans for its own pre-K–8 public school in Harlem. Like the Speyer School, established by TC in 1902, this new institution will provide a range of services to the surrounding community, including on-site health care, counseling for students and families and more.

OUR WORK IN CURRICULUM DEVELOPMENT

TC faculty members are advancing understanding of what subject matter students should be taught, and when, and how that material should be structured. One example of that work, by our Center on Continuous Instructional Improvement, can be found on page 30. In addition, faculty members Sharon Lynn Kagan and Herbert P. Ginsburg are part of a team of academics re-

“Quite literally, we are the premier address for the national conversation about education writ large.”

into the equivalent of five years' worth of job experience in terms of its impact on student achievement in math. More than 150 New York City principals have participated in the program since it was created eight years ago, and they, in turn, mentor their colleagues in other schools.

Meanwhile, supported by more than \$11 million in grants from the GE Foundation, the Laurie M. Tisch Illumination Fund and other sources, TC has forged

responsible for a National Research Council study that found that preschoolers—particularly those in low-income groups—need more and better instruction in math. Professor Ginsburg has created a widely admired mathematics curriculum for very young children, and he also is working with a technology company to create a hand-held assessment device that guides classroom teachers in monitoring student understanding and

misperception. Professor Kagan, for her part, has been working with UNICEF to set early childhood learning standards in more than 40 of the world's poorest countries.

Through funding from the Carnegie Corporation, a group of Teachers College faculty, led by Professor Dolores Perin, has designed two content literacy courses for middle and high school teacher candidates in science and social studies. Addressing reading issues in middle and high

Thailand and Turkey. The work in these countries is having widespread impact.

In Jordan, our faculty have helped the Ministry of Education conduct national meetings to rethink aspects of the education system there and have also been instrumental in the design and realization of the Queen Rania Teaching Academy, through which 45 teachers in Jordan have already received certification to teach English as a

“Foundations and individuals continue to place their bets on TC’s proven track record of groundbreaking research.”

school students is quite challenging, because the skills required to understand highly technical subject matter are quite different than those employed in simply reading narrative prose. Professor Perin’s work represents an important advance in ensuring that young people reach high school and college fully equipped to learn.

And faculty members in our Social Studies and Education program are creating a fascinating array of multimedia curricula that encourage participatory citizenship among students as they grapple with complicated issues of race, class and privilege. The “Teaching *The Levees*” curriculum, created two years ago under the leadership of Margaret Crocco with funding from the Rockefeller Foundation, has been used by more than 30,000 schools and community organizations and continues to be regularly downloaded. And this coming spring will see the launch of another TC effort, funded by the Peter G. Peterson Foundation: a curriculum on the national debt that will be distributed free of charge to every high school in the country.

OUR WORK ABROAD

Since the establishment of our Office of International Affairs in 2007, we have created new partnerships and exchanges with a range of other nations, including the Republic of Bhutan, Cambodia, China, the Dominican Republic, Ghana, Iceland, India, Jordan, Tanzania,

second language. Through the Teaching Academy, three school networks (eventually ratcheting up to 12) of 20 schools each are working towards improving math, science and writing education.

In India, a project led by Professors Madhabi Chatterji and William Gaudelli seeks to modernize high school education, ensure that learning objectives are being met by new and traditional curricula, and increase college access for exemplary students by providing developmental support and funding. The project focuses on 25 schools where an estimated 15,000 students are enrolled.

And we are making an impact in other countries where TC faculty members have been active for many years. In one striking example, Professor Mun Tsang was the first to focus China’s attention on the fact that many children in rural areas were not being educated because their parents could not afford the government fees required for school. Directly because of his work, which was funded first by the Charles Schulz Foundation and now the Central Ministry of Finance, China has waived fees for approximately 20 percent of its nearly 200,000,000 school-aged children.

HEALTH AND PSYCHOLOGY

Since its inception, TC has taken the view that the physical and emotional well-being of students, families and communities is a critical variable in education.

Over the past two years, Charles Basch, TC's Richard March Hoe Professor of Health Education, has amassed a body of research that documents the disproportionate impact of seven major health risks—aggression and violence, asthma, poor vision, teen pregnancy, poor physical fitness, inadequate breakfast, inattention and hyperactivity—on low-income students and students of color. Together with another faculty member, Randi Wolf, Professor Basch is also studying the potential for technology, including telephone outreach, to improve the compliance of low-income urban minority populations with preventive medical care.

Professor George Bonnano's work on emotional resilience to trauma has helped shape New York City's response in the wake of the 9/11 attacks and, more recently, has changed psychologists' understanding of what constitutes "normal" or "healthy" reactions to grief and loss.

Two of our faculty members also have received major recognition for their health-related work.

Professor Jeanne Brooks-Gunn, a pioneer in documenting the impact of poverty-related factors on academic achievement, has been named to the Institute of Medicine of the National Academies.

And Professor John Allegrante, a leader in publicizing the importance to young people's academic success of physical fitness and health, has been appointed editor-in-chief of *Health Education & Behavior (HEB)*, the flagship peer-reviewed journal of the Society for Public Health Education (SOPHE). Professor Allegrante also was recently named Deputy Provost of Teachers College, a newly created post that focuses on academic initiatives.

ALUMNI

Finally, the past year was also one in which TC alumni were seemingly everywhere in important and highly visible policymaking positions. In addition to Chancellor Merryl Tisch, this list includes:

- Kevin Jennings, Assistant Deputy U.S. Secretary of Education for the Office of Safe and Drug-Free Schools;
- Maryellen McGuire, education advisor to President Obama's Council on Domestic Policy;

- David Johns, Senior Education Advisor to the Senate Health Education Labor and Pension (HELP) Committee;
- John King, former Managing Director of Uncommon Schools, a non-profit charter school management organization, who has recently been appointed the New York State Department of Education's Senior Deputy Commissioner for P-12 Education;
- Howell Wechsler, Director of the Division of Adolescent and School Health at the U.S. Centers for Disease Control.

Our alumni are influential abroad as well. Perhaps the most outstanding example is Nahas Angula, Prime Minister of Namibia, who, as his country's first Minister of Education after the end of apartheid, created an integrated compulsory education system for all children under 16 that reaches all of Namibia's many remote regions. For this work, which has created a model for other developing nations while directly benefiting nearly 90,000 school-aged students who would not otherwise have received an education, TC will be honoring Prime Minister Angula at our annual Academic Festival here at the College in April 2010.

As success begets more success, TC's impact has laid the ground for even greater impact in the future. One sure sign is that, in a down economy, foundations and individuals continue to place their bets on our proven track record of groundbreaking research. The Honor Roll of Donors on page 48 bears ample testimony to that.

A second and even more important sign is that students continue to do the same. As we began the 2009–10 school year, our entering class was the largest and most diverse in over 30 years. That fact, more than any other, gives me confidence that Teachers College will continue to measure up to James Earl Russell's standard of influence for many years to come.



Susan H. Fuhrman
President

2009: THE YEAR IN REVIEW

The College builds a partnership with public schools in Harlem, creates a range of new initiatives abroad, wins new funding to support urban teaching and initiates an ongoing series of conversations among faculty aimed at identifying major global challenges that TC is uniquely positioned to address through cross-disciplinary collaboration

OCTOBER (2008)

TC's Office of School and Community Partnerships secures a three-year \$3.2 million grant from the New York State Department of Education for the College to work with New York City community-based organizations to create after-school programs in science, technology, engineering and math at public schools in Central Harlem, Morningside Heights, Washington Heights and Inwood.



On the eve of the Presidential election, TC hosts a debate in its Cowin Conference Center between Linda Darling-Hammond (pictured), education advisor to Barack Obama, and Lisa Graham Keegan, education advisor to John McCain. Thousands view a Webcast of the event by the publication *Education Week*.

The College's Office of School and Community Partnerships convenes leaders of higher education institutions, public school districts and government entities throughout New York State for a working meeting on the creation of university-assisted schools as an important component of the state's pre-K–16 education strategies. Linda Darling-Hammond and Johanna Duncan-Poitier (New York State Senior Deputy Commissioner of Education for P–16) deliver keynote addresses.



OFFICE OF SPONSORED PROGRAMS

Despite a challenging economic climate, TC maintains its overall volume of grants for innovative projects, totaling \$40,129,952 in awards from private foundation and government sources. The total includes:

Renewal Awards: \$ 24,706,413

Supplemental Awards: \$ 1,877,575

New Awards: \$ 13,545,964

NOVEMBER (2008)

TC joins a new consortium of universities, funded by Microsoft, which will study the potential of computer and video games to teach math and science to middle-school children. Charles Kinzer, TC Professor of Education and director of the Communication, Computing, Technology and Education program, will direct the College's participation in the new consortium, known as the Games For Learning Institute (G4LI).



TC's Campaign for Educational Equity holds its fourth annual Symposium, "Comprehensive Educational Equity: Overcoming the Socio-economic Barriers to School Success," which includes a first-ever effort to quantify the actual costs of providing meaningful educational opportunities (including health, after-school and other supports) to children from birth through age 18. Speakers (pictured above) include Geoffrey Canada, Arne Duncan, Carl Hayden and Helen Ladd.

TC President Susan Fuhrman becomes President-elect of the National Academy of Education (NAEd). At a NAEd forum in Washington, D.C., Fuhrman moderates one of six panels presenting recommendations for education reform to advisors for President-elect Barack Obama and Congress.



TC enters into partnerships with the governments of Bhutan and the Dominican Republic. These alliances are among many the College has made with other countries, including Iceland, India, Jordan, Tanzania and Turkey.

RESEARCH HIGHLIGHTS



Monisha Bajaj, Professor in International and Transcultural Studies, creates the *Encyclopedia of Peace Education*, an online reference that charts the history and the new directions of a still-evolving field. The *Encyclopedia* is posted on TC's Web site: www.tc.edu/centers/epe.

A study by Anna Johnson, Anne Martin and Jeanne Brooks-Gunn, all of TC's National Center for Children and Families, as well as Stephen A. Petrill of Ohio State University, shows a link between household order and early reading skills. Among a group of kindergarten and first grade students, those who lived in households with less chaos and more order had more expressive vocabularies, more phonics skills and performed better on the Woodcock Reading Mastery test.

South-South: Cooperation in Education and Development, an anthology co-edited by Gita Steiner-Khamsi, Professor of Comparative and International Education, documents how, since the breakup of the Soviet Union, the flow of international aid no longer runs exclusively from north to south, from colonialist nations to those less wealthy and less developed.



A National Research Council study, led by TC faculty members Sharon Lynn Kagan and Herbert P. Ginsburg, finds that preschoolers—particularly those in low-income groups—need more and better instruction in math.



More than 120 faculty, staff and students from TC present their research and take part in panel sessions at the annual meeting of the American Educational Research Association. TC presentations include Associate Professor John Baldacchino's session on "Knowing and Learning, Artworks and Artifacts"; Associate Professor Dolores Perin's discussion of the "Relation of Academic Ability and Language Proficiency in Urban Community College Developmental Education Students"; and a consideration of centering race and ethnicity in a social studies content course, by Anand Marri, Assistant Professor of Social Studies and Education.

A new report by the Center on Continuous Instructional Improvement—a TC-based arm of the Consortium for Policy Research in Education—explores the concept of learning progressions and their promise for improving science instruction in American schools. As described by the report's authors, Thomas Corcoran, Frederic Moshier and Aaron Rogat, learning progressions in science are "empirically grounded and testable hypotheses" for describing "pathways students are likely to follow to the mastery of core concepts."

According to a study led by Aaron Pallas, Professor of Sociology and Education, despite a rise in test scores of black and Hispanic students in New York City since Mayor Bloomberg took over the city's Department of Education in 2002, the gap separating these students from their white and Asian counterparts has not lessened and, in some cases, has even widened.



JANUARY (2009)

Liyana (pictured above), an Afro-fusion band from Zimbabwe whose members all have physical disabilities and all make their own instruments, performs at TC before an audience of visiting New York City public school children.

FEBRUARY



In an address to TC's Cahn Fellows (exemplary New York City principals who convene at the College over a 15-month period to work on shared challenges in their institutions), Dennis M. Walcott, New York City's Deputy Mayor for Education and Community Development, calls for the renewal of a 2002 state law that established mayoral control of the city's public schools.

MARCH

TC's Office of School and Community Partnerships hosts 60 Harlem public school educators to the kick-off of the Harlem Schools Partnership (HSP), an ambitious \$5-million initiative funded by the GE Foundation to be conducted in collaboration with Columbia University's Fu Foundation School of Engineering and Applied

DIVERSITY AND COMMUNITY AFFAIRS

Among its many programs, TC's Office for Diversity and Community Affairs hosted numerous community-wide dialogues and events aimed at encouraging TC faculty, students and staff to ask themselves: "What kind of community are we? What kind of community do we want to be?" These efforts included:

- Convening nine different focus groups of employees to discuss strengths and weaknesses of the College community and to identify relevant themes to community-building work, including "Differences enrich the community" and "Enhancing our own self-awareness develops civility." Five action subcommittees were established to ensure the work continues;
- Hosting three community-wide dialogues to generate public conversation around TC's relationship to its internal and external communities. Attendees at two of the events viewed an excerpt from Spike Lee's documentary *When the Levees Broke*, using the film, as well as Professor Margaret Crocco's curriculum, "Teaching *The Levees*," as a lens for examining and discussing difference and building community together;
- Holding a Community Cook-Off and Tasting Celebration (pictured) in the TC Dining Hall to engage a wide cross-section of the College in celebrating the year's extensive community-building efforts;



- Holding a wide range of programs to address salient issues, including "Obama—Is This Really the Post-Racial Era?," a discussion led by legal and economic scholars, and "Hate Crimes: From Nazi Germany to Contemporary Times," a panel discussion co-sponsored by the Kupferberg Holocaust Resource Center at Queensborough Community College, Queer TC and the Jewish Students Association;
- Awarding grants through two funds: \$15,435 in grants to fund 16 student-, faculty- and staff-sponsored initiatives as part of the President's Diversity and Community Initiatives Grant Fund and \$7,000 in grants toward the Vice President's Grant for Student Research in Diversity to enhance students' research efforts. The former includes the "Workshop Series in Peace Education," the "Human Dignity and Diversity: Celebrating Human Rights" film festival and the "Student Symposium on African Education: Interrogating Educational Equality."

Science. At the meeting, teachers take part in breakout sessions led by TC faculty members Felicia Moore Mensah, Ellen Meier, Susan Lowes and Ann Rivet designed to explore the educators' professional development needs and draw out key themes that could become elements of the partnership over the next five years.



APRIL

On its 100th anniversary, TC's Nutrition Education program—the nation's oldest—hosts "Restoring Balance: New Visions for Food and Activity," a major conference that brought together nutritionists, food activists, healthcare professionals, scholars and others to rethink the national diet and promote the development of regional "food sheds" that would ensure a steady supply of locally grown produce for all Americans. Manhattan Borough President Scott Stringer delivers the keynote address.

At the last in a series of five "domain dinners" begun in the fall, TC faculty members from various departments and fields gather to examine overlapping interests and the rich potential for collaboration. The themes discussed have included policy across the human lifespan; creativity and the imagination; learning, cognition and technology; schools as hubs of communities; global citizenship; and health and education.



ENROLLMENT

TC's Fall 2009 class (pictured above at orientation) is its largest and most diverse entering class in over 30 years. The increase in enrollment reflects a variety of factors, including the economic climate, President Obama's call to public service, higher numbers of career-changing applicants and TC's perennial ranking among the very best schools of education.

Enrollment highlights include:

- A 6 percent increase in applications at the College over FY08. TC received nearly 5,900 applications, the largest and most diverse applicant pool in its history;
- 1,818 new students enrolled in the Summer/Fall, an 18 percent increase from FY08;
- A 16 percent increase among Master's degree candidates over FY08;
- A 3.9 percent decrease in applications at the Doctoral level, which is in line with the College's initiative to increase Master's degree enrollment;
- An increase in yield (percentage of admitted students who enroll) from 48.25 percent to 50.6 percent. Masters yield increased from 48.6 percent to 49.9 percent, and Doctoral yield increased from 43.9 percent to 59.6 percent;
- The incoming class was more diverse than previous cycles, increasing our percentage of minority students who have self-identified to 38.2 percent at the College. From FY08, the following groups increased: Asian American students by 34.8 percent; African American students by 39 percent; and Latino/Hispanic students by 25 percent.



MAY

At its 2009 Convocation ceremonies (pictured above), the College presented its Medal for Distinguished Service to:

- Newark Mayor (and TC Trustee) Cory Booker, under whom Newark has led the nation in reduction of shootings and murders; doubled its production of affordable housing and expanded special-needs housing; and launched a major charter-school initiative that expands offerings for high-performing students and protects students at risk;
- Former Barnard College President Judith Shapiro, who achieved early fame for her pioneering work on social theory and gender differentiation among the Tapirapé and Yanamamo peoples in South America and later guided the college in refocusing its curriculum with “Ways of Knowing,” a nationally praised model that, through nine linked areas of inquiry, explores the cross-disciplinary construction of human knowledge;
- Antoinette Gentile, TC Professor Emeritus, an internationally recognized leader in movement sciences and neuromotor research who retired in spring 2008 after 44 years of distinguished service on the TC faculty.

GO GREEN

Go Green, an ad-hoc committee of TC’s Student Senate founded in FY09 by Natalie A. Hadad (left) and Jaymie P. Stein, has led sustainability and eco-awareness efforts on campus. Highlights from this year include:



- Establishing Go Green presence at TC Management meetings, to ensure that sustainability matters on campus have a formalized voice at the administrative level;
- Hosting several community-wide workshops on recycling efforts and trash decomposition;
- Launching a pilot program to increase on-campus recycling, with clearly-marked bins in Horace Mann Hall;
- Awarding free tote bags, courtesy of West Side Market, for every 20 plastic bags collected as part of the First Annual TC Bag Drive;
- Organizing TC’s First Annual Rockin’ Earth Day Festival, headlined by activist and iconic folk singer Pete Seeger.

JUNE

TC bids farewell to a member of the Board of Trustees and four longtime professors, a group whose combined service to TC totals more than 120 years. Those retiring are Leslie Beebe, Professor of Linguistics and Education; Dennis Mithaug, Professor of Education; Frances Schoonmaker, Professor of Education; and Robert Taylor, Professor of Computing in Education; as well as TC Trustee Enid “Dinny” Morse.



TC reopens its historic Aquatic Center (pictured above), one of the oldest functioning indoor pools in the country, following a nine-month, \$1-million upgrade.

TC’s Peace Corps Fellows and Summer Principals Academy are awarded \$256,000 in AmeriCorps grants to place teachers and volunteers in schools in New York City and elsewhere. The grants will fund 38 Peace Corps Fellows, returning Peace Corps volunteers who will teach full time in high-need schools in New York City, and 55 experienced educators who will become school leaders in high-need public schools through the Summer Principals Academy.

The College receives \$1 million from the Laurie M. Tisch Illumination Fund in support of its Office of School and Community Partnerships (OSCP) and Teachers College Partnership Schools Network, a group of public elementary, middle and high schools in Harlem that serve students most at risk of dropping out.

AUGUST

Peter Coleman, Associate Professor of Psychology and Education and Director of TC’s International Center for Cooperation and Conflict Resolution, receives a joint appointment to Columbia University’s Earth Institute, headed by economist Jeffrey Sachs.

NEW FACULTY

TC welcomed an impressive group of new faculty hires and post-doctoral appointments, increasing the diversity of its makeup:

Faculty



Adriana Abdenur

Assistant Professor in the Department of International and Transcultural Studies



Randall Everett Allsup

Assistant Professor of Music and Music Education



Jessica Dudek

Assistant Professor of Education and Psychology



Marc Lamont Hill

Associate Professor of English Education



Olga Hubard

Assistant Professor of Art Education



Michael J. Kieffer

Assistant Professor of Pre-K–12 TESOL



Joey J. Lee

Assistant Professor in Technology and Education



Judith Scott-Clayton

Assistant Professor of Economics and Education



Yolanda Sealey-Ruiz

Assistant Professor of English Education



Mariana Souto-Manning

Associate Professor of Early Childhood Education in Curriculum and Teaching

Post-doctoral Fellow



Thurman L. Bridges

Post-doctoral Research Fellow in the department of Curriculum and Teaching

Faculty Demographics

Male: 44 percent

Female: 56 percent

Minority: 24 percent

Tenured: 74 percent



Folk singer Pete Seeger performs at TC's inaugural Rockin' Earth Day Festival in April 2009.

DEVELOPMENT

In FY09, Teachers College strengthened its successful fundraising endeavors, totaling \$36.7 million in gifts and pledges, an increase of 16 percent from FY08. Overall, TC broadened and strengthened outreach to all constituencies (including community partners, donors and Trustees) and made significant progress in building infrastructure and collaborating with academic and administrative partners. Among the many successes:

- Foundation and Corporate giving totaled more than \$15.8 million;
- Planned Giving recorded \$16.1 million in realized and deferred gifts, including a 20 percent increase in membership in the Grace Dodge Society;
- Individual giving remained steady, yet the number of commitments from individual donors doubled from the previous year, which speaks to increased activity with our major gifts donors;
- The TC Fund increased by 2 percent over the prior year's total and achieved its goal of \$1.679 million via both renewable/replaceable gifts and designated realized bequests.

Additional departmental highlights from FY09 include:

Corporate and Foundations

\$5,162,327 from the Bill & Melinda Gates Foundation for the Community College Resource Center project, "Transforming Community Colleges to Accelerate Postsecondary Success for Low-Income Young Adults";

\$3,107,574 from Say Yes to Education, Inc. for the National Center for Restructuring Education, Schools and Teaching's Say Yes Chapter in Harlem.

Alumni Relations

Inaugurated TC's annual Academic Festival as the centerpiece of the alumni event calendar, attracting more than 350 alumni and friends back to TC.

Government Relations

Directed federal stimulus funding opportunities toward TC faculty and staff, resulting in TC researchers applying for over \$2 million in stimulus funding;

Secured elected official participation in TC events, including Manhattan Borough President Scott Stringer's participation in April Nutrition Conference and others in the Presidential Education Advisor Debate.

POLICY AT THE CROSSROADS



**Debating the Big Issues,
at Teachers College**



FRONT AND CENTER ON THE NATIONAL STAGE

When TC Trustee Joyce Cowin, along with her late mother, Sylvia J. Berger, donated funds to TC to create a new conference center, Cowin's rationale was that an institution that stands at the center of so many important national debates should have a suitable facility in which to host them.

Since then, it's safe to say that the College has more than justified Cowin's generosity. And while not all among TC's extraordinary series of public events of the past two years have been held in the stunning new Cowin Conference Center, each has lent weight to TC President Susan Fuhrman's assertion that the College is, quite literally, the premier address for the national conversation on education writ large.

TC's first major event at the Cowin Center took place in late October 2008, when Linda Darling-Hammond, education advisor to Barack Obama, and Lisa Graham Keegan, education advisor to John McCain, faced off on the eve of the presidential election. Before a capacity crowd and a Webcast audience of more than 9,000 people, the two speakers (moderated by Fuhrman) presented starkly different assessments of American education and its future.

Darling-Hammond, a former TC faculty member who is now the Charles E. Ducommun Professor of Education at Stanford University, called for an "equalization of resources," declaring, "Right now, we don't have the capacity to ensure that everyone gets what is really the

new civil right—access to a high-quality education.” Citing the nation’s low global ranking in the areas of math (35th) and college access (15th), Darling-Hammond cautioned that these poor rankings “are costing us in many ways—in our economy, in our national security.”

But Keegan, former Superintendent of Public Instruction for Arizona public schools, responded that the U.S. “in real current dollars has quadrupled our funding since 1968, and at the same time we have had achievement absolutely flat, slightly negative.” If money were the answer, she said, “then New Jersey and [Washington] D.C. ought to be off the charts, and they are not.”

The two speakers differed on charter schools, pre-K education and standardized student assessments. They agreed only on Fuhrman’s observation that too little notice had been paid in the presidential campaign to the issue of education.

One year later it was U.S. Secretary of Education Arne Duncan’s turn. In delivering TC’s inaugural Phyllis L. Kossoff lecture, Duncan—the former chief executive of Chicago’s public school system—called for a “sea change” in the nation’s teacher preparation programs. While praising TC and a few other top institutions, Duncan said that most education schools are “doing a mediocre job of preparing teachers for the realities of 21st-century classrooms.” Duncan called for tougher accreditation standards for education schools, more hands-on teaching experience for education school students, a greater focus on urban teaching and the creation of systems to track successful teachers back to the education programs that produced them.

The U.S. Secretary of Education praised TC and other top institutions, but called for tougher accreditation standards for education schools, more hands-on teaching experience for education school students, and other changes.

Less than a month later, Meryl Tisch, Chancellor of the New York State Board of Regents (and a TC alumna), and David Steiner, the state’s new Commissioner of Education, came to TC to outline their vision for the state’s pre-K–12 education system.



Opposite: Lisa Graham Keegan (left) and Linda Darling-Hammond (center) debate education policy on the eve of the 2008 presidential election. Above: U.S. Secretary of Education Arne Duncan speaks at TC in Fall 2009.

Tisch made it clear that, in order to meet eligibility requirements for federal Race to the Top funding (a pot of some \$4.3 billion created by the Obama administration), New York will open the door to the creation of more charter schools. Still, she called upon charters to better include and support at-risk student populations.

Steiner suggested that “tunnel vision” by the national standards movement has come at the expense of

meta-cognitive skills, critical thinking and “content-rich, sequenced curricula.”

But the biggest attention-grabber was the proposal by Tisch and Steiner to allow nonacademic institutions, ranging from museums to the Board of Regents itself, to certify



teachers and grant them Master’s degrees. TC faculty member Aaron Pallas responded that such a system could pose “a serious threat to the nature of graduate education” and lead to “the explicit decoupling of the production of knowledge from the preparation of practitioners.”

As this report went to press, TC was keeping the conversation going with two other important events in Cowin. First, the College’s Campaign for Educational Equity was holding the first major national symposium to analyze the impact of the American Reinvestment and Recovery Act (ARRA), which enables the U.S. Department of Education to distribute \$100 billion to states over the next two years for public schools suffering from the effects of the recession. And next, TC was hosting the National Conference of State Legislators’ annual National Education Seminar, the

From left: TC Professor Aaron Pallas, Merryl Tisch, President Susan Fuhrman, David Steiner and Professor A. Lin Goodwin discuss plans for the state’s pre-K–12 education system.

theme of which this year was “What Works to Improve Education: Lessons from Research, Policy and Practice.” TC faculty members Tom Bailey, Amy Stewart Wells, Michael Rebell, Kevin Dougherty and Charles Basch were to speak.

But debate at TC isn’t just about K–12 education, nor is it solely focused on the United States. Also at a forum in March 2010, Basch and his former student at the College, Howell Wechsler, Director of the U.S. Centers for Disease Control and Prevention’s Division of Adolescent and School Health (DASH), were to discuss seven major health risks that disproportionately affect urban, minority and low-income youth. And in October 2009, Lee Sing Koh, Director of Singapore’s National Institute of Education (NIE) visited TC with his NIE colleagues Christine Kim-Eng Lee (a TC alumna), Christine Goh and Ee-Ling Low to discuss the philosophy and strategy that has made one of the world’s smallest countries also one of its most educationally successful.

Issues change with the times, and so does the conversation. But it seems pretty clear that whatever people in education, health and psychology are talking about years or even decades down the road, they’ll still be talking about it at Teachers College. *

THE TAKEAWAY

For years, TC’s research has set the stage for the nation’s most important policy conversations. More recently, with a remarkable series of high-profile guest speakers, the College has *become* the stage.



SHAPING EDUCATION FOR YOUNG AND OLD

The ideas of TC faculty members Sharon Lynn Kagan and Tom Bailey are central in legislation currently before Congress

In Fall 2009, Congress considered proposals that would allocate billions of dollars to community colleges and early childhood education—the clearest sign yet that the national discussion has finally caught up with Teachers College faculty members Sharon Lynn Kagan and Thomas Bailey. Both are leading policy experts in their fields, Kagan in early childhood education and Bailey in community colleges.

When Kagan and Bailey began their work decades ago at the state and local levels, the big goal was simply to win greater access to education for low-income children and adults. Over the years, however, the two have helped move the discussion to a new level. Thanks to their efforts—and, as they are quick to acknowledge, those of many others—the focus today is on creating cohesive systems that include meaningful funding, coordinated effort and standards for the *quality* of preschools and community colleges, rather than just the *quantity* of programs or the number of seats available.

Kagan is co-director of TC's National Center for Children and Families with Jeanne Brooks-Gunn, and Bailey is the founding director of TC's Community College Research

Center. Both do research that examines what types of schools and teaching methods are best. That research provides ammunition for those advocating for high-quality preschools and community colleges as important pieces of the national solution to educational and economic problems. And while neither was directly involved in writing or lobbying for the proposals that went before Congress, each was consulted regarding their content. More important, both were among the first to study, write about and advocate at the state, national and international levels for their respective subfields in education.

“When we talk about policy people who are wired in to the real world, Lynn Kagan and Tom Bailey are as good as they come, anywhere,” says TC President Susan Fuhrman.

Lynn Kagan and Early Childhood Education

“Let’s get together so we can finish up our work!”

Lynn Kagan might have been calling children in from recess at the Head Start program where she worked early in her career. Instead, at a meeting one day last December in Delaware, she was waving over the state’s lieutenant governor and its cabinet officials for education, families, health and social services, all of whom were there to plan a state-wide, coordinated approach to early childhood education.

Certainly Kagan, TC’s Virginia and Leonard Marx Professor of Early Childhood and Family Policy, has both the personality and the resume to command the attention



At the same time, Kagan has been way ahead of the field in seeing the potential to bring different players together. Throughout her career, she has built a powerful case for creating an early childhood education and care system that uses multiple federal, state and local funding streams as efficiently as possible and is aligned with kindergarten and elementary school programs.

Those ideas are distilled in a well-worn slide of Kagan’s that depicts eight interlocking components: early childhood programs; improving quality and regulation; personnel and professional development; financing; informed families and



“When we talk about policy people who are wired in to the real world, Lynn Kagan and Tom Bailey are as good as they come, anywhere.”

of such a gathering. No one has done more during the past three decades to champion the idea that the first five years of life are a critically important window for learning essential skills, habits and information.

Professorial in her manner but with the firmness of a ward politician from her native Detroit, Kagan has advised legislators, governors, Presidents and other nations on early childhood learning. Her fingerprints are on virtually every major report or panel on the subject that has emerged over the past decade.

informed public; standards; assessment and accountability; linkages to K–12 education; and governance. At the bottom of the slide are the words: “Eight minus one equals zero,” because as Kagan explains, “If you take away any one of these elements, you end up with nothing.”

Kagan has not only preached this model, she has helped put it into practice. Over the years, she has worked with the majority of states and more than 40 of the world’s poorest countries to help develop coherent early childhood education policies and practices. This is easiest, she says, in



Sharon Lynn Kagan (right) met with Delaware Lieutenant Governor Matthew Denn and Connie Bond Stuart, President and CEO of PMC Bank in Delaware, to plan a statewide, coordinated approach to early childhood education.

countries that have little or no national education system, because there are no preexisting structures working at cross-purposes. The United States, with its largely uncoordinated thicket of state and local education systems that vary greatly in quality, is bigger

and messier. As Kagan herself has described in numerous writings, states spend vastly different amounts on early childhood education. (Washington State, for example, spends more than \$9,000 per child on Head Start programs, while Washington, D.C. spends a little over \$700.) States also hold teachers to different standards and provide children with varying levels of access to early childhood education.

That picture must change dramatically, Kagan believes. Just as states and, to some degree, the federal government, have systems and standards for educating children from kindergarten through college, early childhood education needs the same predictable funding and standards for teaching, teacher training, learning and care of children from birth to age five. Without them, the United States will continue to decline relative to other countries on measures of educational success and economic prosperity.

"Early childhood is so behind," Kagan says. "We've got dedicated funding streams for K-12 education through property taxes; these are durable. In early childhood, we have to fight, program by program, year by year, for funding. In K-12 education, we have mandated and funded local and state school boards to lend coherence to education; in early childhood, we have no governance apparatus."

Now there's real hope for improvement, and the ideas that Kagan and others have promoted are at the center of

it. The proposals that went before Congress would fund increases in the number of high-quality early learning programs and the number of disadvantaged children who participate in them. They would also require states to submit proposals, supported by statistics, on how they would implement a program rating system that builds on licensing requirements and other state regulatory standards and includes mechanisms for evaluating how programs are meeting those standards.

Roberto J. Rodriguez, who serves on the White House Domestic Policy Council as special assistant to President Obama for education, says Kagan's work on raising the quality of early learning environments and improving outcomes for young children in early childhood programs "has been particularly instrumental in the development of policy" at the White House. "Lynn is very adept at marrying the policy with the practices with the research," says Rodriguez, who spoke at the annual Federal Policy Institute that Kagan organizes for TC students. "You don't very often find academics as accomplished as Lynn who are able to distill their research and their findings in a way that is as easily accessible to policymakers."

How did a Head Start teacher evolve into a unique hybrid of academic, policy wonk and politician—and more importantly, become such an influential thinker in such a hot field?

"By design, I've had my feet in the trenches and in the Ivy League halls," she explains. "I chose to work in the different kinds of early childhood venues because I wanted to understand the field fully."

Twenty years ago, the goal was simply to win greater access to education for low-income children and adults. Kagan and Bailey have helped change the focus to creating cohesive systems that emphasize quality as well as quantity.

THE TAKEAWAY

After graduating from the University of Michigan, Kagan taught Head Start in Baltimore County, Maryland, and New Haven and North Haven, Connecticut, because she wanted to work with poor children and their families. She served as a Head Start director and elementary school principal, a state education specialist and as a fellow in the U.S. Senate, where she assiduously worked both sides of the aisle. Connecticut Democrat Christopher Dodd “was my Senator,” she says, “so I went to intern for him, but I also fashioned opportunities to intern for [Republican Senator] Orrin Hatch, because I had to understand how the Republicans are thinking about this stuff.”

After earning a doctorate in Curriculum and Teaching from Teachers College, Kagan worked in the 1990s at the Yale Child Study Center and at Yale’s Bush Center in Child Development and Social Policy. While at Yale, Kagan served as Co-Chair of President George W. Bush’s National Education Goals Panel on Goal One (readiness to learn), which led to the Good Start, Growth Start national initiative that served as the basis for mandatory state standards on early childhood education.

It was during two years away from Yale, when she was serving as executive director of New York City’s Office of Early Childhood Education under Mayor Edward I. Koch, that Kagan had an early “Aha” moment about the need to create a true early childhood education system. In the mayor’s office, she directed a program called Giant Step, which worked to integrate three major programs, departments and funding streams for early childhood services—federal Head Start and childcare programs and the local Board of Education. “Up until that time there had been little coordination, indeed,

THE TAKEAWAY

Kagan has built a powerful case for creating an early education and care system that efficiently uses multiple federal, state and local funding streams and is aligned with kindergarten and elementary school programs.



probably little communication among those programs,” Kagan recalls. “I thought, ‘This is pretty stupid. We’ve got all these different programs. We’re spending extra money. Let’s take some of the money that could be achieved via some sort of consolidation and perhaps focus it more on quality or more on direct services.’”

Not long afterward, Kagan was chosen to lead the Quality 2000 Initiative, through which the Carnegie Corporation of New York convened an international task force of 350 to create an early childhood care and education system for the nation. In 1997, the guiding team of that effort published “Not By Chance,” a report that includes Kagan’s eight interlocking components and “probably was the first delineation of the elements of a system,” she says. “If you look at that and then you look at what’s been considered in Congress, you will see striking similarities.” The report also established the need for an infrastructure that would support all types of early childhood programs, from preschools to child care to health care to teacher education.

“Quality 2000, which was a collaboration of many leaders in the education field, and which Lynn and I and others created, led to a blueprint which basically forms the basis for many of the changes that we have seen,” says Michael Levine, who is the Deputy Chair and Senior Program Officer at the Carnegie Foundation and the founding executive director of the Joan Ganz Cooney Center for Children’s Media and Research at Sesame Workshop. “A lot of the different structures that Lynn suggested there are becoming codified in national policy and have been instrumental in shaping state policy.”

Above: President Barack Obama speaking at Macomb Community College in July 2009. Opposite: Tom Bailey’s work has influenced policy on community colleges.



More recently, Kagan also served on the New Commission on the Skills of the American Workforce for the National Center on Education and the Economy. The commission's report, "Tough Choices or Tough Times," recommended "high-quality early childhood education [as] one of the best investments a nation can make in its young people." It traced the nation's economic survival not just back through its K–12 education system but to preschool, and called for the creation

of "high performance schools and districts everywhere—[and] how the system should be governed, structured, financed, organized and managed."

More specifically, the report recommended shifting some \$60 billion in K–12 education spending into pre-K. That recommendation was proposed and championed by Lynn Kagan, though "all the named members of the committee were certainly highly supportive and didn't need much convincing," she recalls.

It is clear that, by consistently working on the policy front using data that she and her students have created, Kagan will continue to play a significant role in shaping the conversation toward a national early childhood system. She'll do that partly by continuing to make an impact at the state level. But perhaps just as importantly, she'll also continue to send her students out into the world in an ever-widening sphere of influence.

"If you're going to increase the population that has some college, it isn't going to be among upper-middle class white people."

At her meeting with state officials in Delaware in December, Kagan watched carefully as Kate Tarrant and Rebecca Gomez, two of her students, guided the participants through exercises designed to stimulate thinking about the issues surrounding early childhood education and consensus-building around state priorities.

"I believe Teachers College has an obligation to train students not only in the theory but the practice of early

childhood education," she said. "My goal is to make sure my students are switch hitters. I want them to be able to go into any job—a policy job, academic job, a think tank—and produce and disseminate research."

Thomas Bailey and the Community College research agenda

In July 2009, speaking at Macomb Community College in Warren, Michigan, President Obama announced a \$12-billion federal plan to modernize and expand the nation's community colleges and prepare millions of workers for post-Rust Belt jobs. In the fall, Congress considered proposals to provide federal funds to improve physical plants and programming at community colleges, tie these institutions more closely to emerging economic needs and to study methods to improve their graduation rates.

According to community colleges a major role in America's economic recovery might seem obvious. After all, there are 1,200 of them nationally, and they enroll more than six million degree-seeking students in any given year. Perhaps even more important, with so-called "minority" populations in the United States on course to outnumber whites by 2050, they constitute the major gateway to higher education for low-income students and students of color. (Fact: there are more Hispanic and black students enrolled in the two community colleges in the Bronx than in the entire Ivy League.)

"If you're going to increase the population that has some college, it isn't going to be among upper middle-class white people," says Thomas Bailey, TC's George &

Abby O'Neill Professor of Economics and Education. "Community colleges will have to play a central role."

Not surprisingly, much of Bailey's own thinking is embodied in the proposals that went before Congress. Backed by a stream of major grants from the federal government and leading foundations such as Sloan, Gates, Lumina and Irvine, and through landmark books such as *Defending the Community College Equity Agenda* (co-edited with Vanessa

Smith Morest), Bailey has been a leading voice over the past 20 years in focusing attention on the potential of community colleges to serve as an engine of upward mobility for the students they serve and of economic growth for the country. But it may be the self-study component of what Congress considered this past fall that best reflects his contributions.

“When the CCRC was started by Tom over 10 years ago, community colleges were basically in the backwoods of any kind of research,” says Macomb Community College President James Jacobs, who has worked closely with Bailey for years, including serving as associate director of CCRC and chair of its Advisory Board. “Those of us inside community colleges were often faced with huge anecdotal evidence, but never systematically looked at what we were doing. Over the years through his creativity and his persistence, he has really built a research agenda that is increasingly the agenda for all of us in community colleges. Without a doubt, the people who helped shape the Obama higher education policy, which is still evolving, are very influenced by the work of CCRC and Tom Bailey.”

Bailey, a Harvard- and MIT-educated economist, and his colleagues at CCRC, were among the first to ask the tough questions of a system that historically has received more credit (and funding) for getting students in the door than for carrying them through to graduation. Specifically, why do more than 60 percent of community college students need remedial coursework (the more popular adjective now is “developmental”) in math, reading or writing, before they can enroll in college-level courses—and why do these courses so often fail to engage them? Why do so many students drop out before graduating? (Bailey himself

THE TAKEAWAY

Bailey has been a leading voice in focusing attention on community colleges’ potential to serve as an engine of upward social mobility for students and of economic growth for the country. But it may be the self-study component of what Congress considered that best reflects his contributions.



Above: President Susan Fuhrman (right) with Thomas Bailey (back row, center) and coalition partners gather for the 1996 founding of the National Postsecondary Research Center.

has found that less than one-quarter of community college students who enrolled in developmental education complete a degree or certificate within eight years of enrollment in college.) And why are community colleges in some areas failing to meet regional employment demands?

For decades, community colleges were expected to provide access to college, and little attention was paid to what happened to those students. But with the nation in the throes of a recession, these questions are being asked with new urgency by policymakers worried about budgets and the need to produce graduates who can fill high-skills jobs.

Closer structurally to the locally controlled K–12 education system than to higher education, community colleges were popularized by President Truman following World War II to help educate and train millions of returning veterans for postwar jobs. Since the 1960s they have typically educated first-generation college students and the children of immigrants and minority families—the largely low-income, disadvantaged demographic which Bailey, who came of age in the early 1970s, likes to champion. Possibly for that reason, two-year public institutions have traditionally been a poor stepsister of their more prestigious four-year counterparts, never receiving the resources that their enrollments and economic importance would seem to justify.

Still, with the promise they hold to help low-income people help themselves, community colleges have evolved steadily from higher education’s Rodney Dangerfield to a

favorite of leaders on both sides of the aisle. In 1988, Vice President George H. W. Bush made a presidential campaign stop at Macomb Community College to discuss his plans for higher education. Both he and the second President Bush viewed and funded community colleges as economic and job development tools. For his part, President Bill Clinton proposed a tuition tax credit for community college students.

Bailey founded CCRC in 1996 with funding from the Alfred P. Sloan Foundation. Since then he and his fellow researchers have studied nearly every aspect of community colleges, including how and what they teach, how successful they are and how they fit into the nation's higher education system and workforce economy.

In 2006, the Center—in collaboration with the research organization MDRC and the Curry School of Education at the University of Virginia—received \$10 million from the Institute of Education Sciences at the U.S. Department of Education to establish the National Center for Postsecondary Research (NCPR), which focuses on

measuring the effectiveness of programs designed to help students make the transition to college and master basic skills needed to advance to a degree. To date, NCPR has focused much of its research on developmental summer bridge programs, which help academically struggling students just before they start college; developmental learning communities, in which groups of college students enroll together in linked courses; and dual enrollment programs.

In particular, CCRC has emerged as a national authority on dual enrollment programs, in which high school students take college classes in order to improve their chances of completing a two- or four-year degree. In 2007, the Center secured \$4.4 million from the The James Irvine Foundation to funnel money to dual-enrollment partnerships between high schools and community colleges in California.

Bailey's and CCRC's projects with individual states have served as national models. The Center's research was used extensively to support the creation of the state of Washington's Integrated Basic Education and Skills Training (I-BEST) program, offered at all 34 of the state's

Accountability for Community Colleges: The Carrot or the Stick?

Another major contributor at TC to understanding both the potential and problems of community colleges is Kevin Dougherty, Associate Professor of Higher Education. In particular, Dougherty's work has focused on accountability mechanisms for two-year institutions—or, as he puts it, “what the measures should be for community colleges' success, how to make those measures consistent with community colleges' values, and where to get the necessary data.”

Most recently, backed by a grant from the College Board, Dougherty provided recommendations for how the American Association of Community Colleges should approach designing its Voluntary Framework of Accountability for Community Colleges. Assisted by doctoral students Rebecca Natow and Rachel Hare, Dougherty looked at 10 states, half of which base at least a certain amount of community college funding on certain performance measures (for example, how many students graduate) and half that simply require community colleges to report performance data. Part of the research included asking institutions about problems they encountered with each of these approaches.

One of the issues of interest was whether performance accountability requirements might unfortunately cause community colleges to restrict their open door admission policies. Speaking about earlier research he had done under a Sloan Foundation grant to TC's Community College Research Center, Dougherty says: “We found some significant

negative side effects of performance funding. A number of schools said, ‘If you pressure us hard on graduation rates, you're going to start getting grade inflation. And we'd also have to be more selective in terms of who we'd admit’—which, of course, runs counter to the whole ethos of open enrollment that defines these institutions.”

To avoid that danger, Dougherty has recommended (to, among others, the National Conference of State Legislatures) rewarding community colleges for enrollment and graduation of less-advantaged students, students of color, immigrants and adult students.

Then, too, there's a fine line between applying productive pressure and simply creating an unstable operating environment. For example, South Carolina, an early implementer of performance funding, initially made 100 percent of funding to its public colleges performance-based.

“That caused total chaos,” Dougherty says. “So they had to back off.”

Ultimately the key to making performance funding work is to keep testing and refining it—and that requires an ongoing dialogue between state officials and community college leaders. “Potentially, it's a valuable tool,” Dougherty says. “It's very much in keeping with the current emphasis on using market incentives and emphasizing student success as much as student access. But as we've learned from other market-based policies, this has to be done carefully because these policies can have very powerful unintended side effects.”

community and technical colleges, which combines basic education and support services with job skills training to prepare low-skilled adults for high-demand jobs. After preliminary research suggested that I-BEST increased the participant's chances of earning a college-level occupational credential, the program received extensive national coverage and is being replicated in other states.

In 2009, CCRC completed a study for the Virginia Community College System that documented the low success rates of remedial programs. The project is connected to "Achieving the Dream: Community Colleges Count," a multiyear, national initiative launched in 2003 by the Lumina Foundation for Education to help community colleges succeed with low-income students and students of color. It found that a majority of the 24,000 students who entered the system in 2004 failed to complete first-level English or math courses, in many cases because they never made it out of remedial classes. Many students who were recommended for developmental education but skipped it did as well as those who took developmental courses, suggesting that developmental instruction does not make a difference.

"This is something that Tom has gently pointed out for a long time," says CCRC researcher Davis Jenkins, who conducted the study with Shanna Smith Jaggars and Josipa Roksa. "While community colleges have provided access, their record in getting students out the door with a credential is not what students, their families and the public would want it to be."



CCRC researcher Davis Jenkins helped conduct the study in Virginia.

Bailey and CCRC have already done much to bring these findings—and their implications—to national

attention. The publication of *Defending the Community College Equity Agenda* three years ago was a major milestone in the field. So

was a piece that Bailey and Jenkins published in October 2009 on the *Inside Higher Ed* Web site, in which they laid out a number of suggestions for reform. They write that community colleges need to:

- Strengthen the pipeline to college, so that fewer students arrive at community colleges needing remedial instruction;
- Improve study skills and other college survival strategies with "college success" courses;
- Streamline and accelerate the path to college attainment by mainstreaming students who are not far below college-level work directly into college classes, with added supports to increase and speed success;
- Align student support services such as orientations, academic advising and tutoring programs more closely with academic programs, and use data on student progression to continuously align and improve programs and services to support student success.

Certainly the proposals that went before Congress reflected these ideas. And should they become law, their implementation would likely bear Bailey's further imprint: In 2009, CCRC received \$5 million from the Bill & Melinda Gates Foundation to research which community college teaching and support strategies work best to improve student completion rates. CCRC is expected to issue a report of its findings in 2012 with suggestions about how to make community colleges more effective.

Ultimately, the question remains: Can community colleges walk the line between providing open access to all comers and delivering a quality education that enables low-income students to compete in the 21st century job market?

Yes, Bailey believes, but for him, solutions must be rooted in hard data, and any policy reform strategies must be justified by empirical research. That is still a new, if welcome, notion to many in the community college world. But the fact that it is being discussed in Washington offers hope that new ideas can eventually take hold. ✱

THE TAKEAWAY

Can community colleges walk the line between providing open access and delivering quality education? Bailey has pioneered in demonstrating that policy reform strategies must be rooted in empirical data.



FUNDING SOCIAL PROGRAMS THAT WORK

It's an idea whose time has come, and TC's Jeanne Brooks-Gunn is a big reason why

Twenty-year-old Nicolette Rutherford was pregnant and living in a shelter in Manhattan with her boyfriend, Jerimy, when Sharon Curley, a nurse home visitor from the Nurse–Family Partnership, met her for the first time. Nicolette and Jerimy had just adopted a kitten.

“They were living in this tiny little room,” Curley recalls, shaking her head and smiling. “I mean, they didn’t even have their own bathroom, and now they take in this little cat and its litter box.”

What a difference a year makes. Today, thanks in large part to Curley’s efforts, Nicolette lives in a new apartment in a bright, clean neighborhood in Queens with her very healthy seven-month-old son, also named Jerimy.

“If it wasn’t for Sharon, I probably would have lost it,” Nicolette says. “It was really hard.”

NFP, which each year nationally helps more than 20,000 new mothers like Nicolette and coaches them on parenting and life skills, is one of many such home visiting programs around the country. The impact of these programs may be

Above: Nicolette Rutherford (left), her son Jerimy, and their nurse home visitor Sharon Curley.



Jeanne Brooks-Gunn has advocated using hard evidence of success as a basis for funding social programs.

about to increase dramatically: In June, Washington state Congressman James McDermott introduced a bill that would increase funding to these efforts by \$124 million a year, enabling them to meet the needs of 450,000 families by 2019.

But the even bigger news is that the new money would not be applied indiscriminately. The bill, called the Evidence-Based Home Visitation Act of 2009, seeks to fund home visiting programs that show genuine evidence of success. (That would certainly include NFP, which randomized clinical trials have shown to be superior in reducing preterm births, emergency room use and subsequent births.) Indeed, requiring evidence as a basis for awarding federal funding to social programs and other programs as well is apparently gaining traction

“People have always wanted to know what projects were effective. What’s new is that [the federal government] is really pushing for the use of hard evidence across a variety of projects.”

across the federal government. In June, in a blog entry titled “Building Rigorous Evidence to Drive Policy,” the Office of Management and Budget (OMB) said that it intends to “put much more emphasis on evidence-based policy decisions” and that the government “should design new initiatives to build vigorous data about what works and then act on evidence that emerges.”

Both the proposal for increased funding for home visiting programs and the broader shift toward evidence-based funding in general owe much to the work of Jeanne Brooks-Gunn, the Virginia and Leonard Marx Professor of Child Development at Teachers College and co-director of the College’s National Center for Children and Families.

For the past 30 years, Brooks-Gunn, a developmental psychologist perhaps best known for documenting the impact of poverty on educational achievement, has conducted landmark, large-scale studies of a range of important social programs. She designed and evaluated the Infant Health and Development Program, the Early Head Start National Evaluation and an early assessment of the Home Instruction for Parents of Preschool Youngsters (HIPPIUSA), another prominent home visiting program then run by TC alumna Miriam Westheimer (at one point, the national office was based at TC in Thorndike Hall). She provided written testimony for the home visitation bill’s initial hearing and spoke at a rollout meeting at the Brookings Institution, attended by McDermott, representatives from OMB and Congressional staffers. And she also advises the Pew Charitable Trust and Doris Duke Charitable Trust on their joint investments in home visiting research.

“People have always wanted to know which programs were effective,” Brooks-Gunn says. “What’s new here is that the Obama administration has mentioned a particular approach, linked to a particular home visiting program

that’s effective. At the same time, OMB is really pushing for the use of hard evidence across a variety of programs. And that’s very exciting.”

And also, apparently, badly needed.

“Over the past 15 years or so there have been 10 instances in which large federal programs—big funding streams like Head Start and Job Corps—have been rig-



ously evaluated using random assignment. In nine of those cases, the studies found weak or no positive effects,” says Jon Baron, the founder and president of the Coalition for Evidence-Based Policy, a Washington-based non-profit, nonpartisan organization. “The only exception was Early Head Start where there were some meaningful but modest positive effects. But the other programs, like Job Corps, often were found to produce small effects that faded over time.”

Baron points out that most federal social programs are actually broad funding streams that fund multiple program models and strategies. Although evaluations may show that the program as a whole has little or no positive effect, certain specific models or strategies within the program may indeed be effective.

The new funding focus of the Obama administration is promising, Baron says, because “there’s going to be more interest in developing and expanding evidence-based models and strategies if that is the entrance requirement to get a federal grant award.”

According to Baron, social programs have a long history of getting funded because they fit someone’s preconceived notion of how such a program might work or have the blessing of a key Congressman’s key supporter.

Meanwhile, he says, the nation’s poverty rate has increased since 1973 and

schools have made limited long-term progress in raising reading, math and science achievement.

“We’ve been doing this for 50 years,” Baron says, “and it’s like Einstein’s definition of insanity: doing the same thing over and over again and hoping for a different result.”

All of this represents good news for organizations that deliver social programs, and for their clients. But there’s one important caveat: It’s how validation is carried out that makes the results meaningful—not just from

Rutherford acknowledges she might not have made it without Curley’s help.

Both the proposal for increased funding for home visiting programs and the broader shift toward evidence-based funding owe much to the work of Jeanne Brooks-Gunn.

THE TAKEAWAY

an informational standpoint, but in terms of what kinds of funding ultimately get enacted.

In a very real sense, the story of home visiting programs offers a stepwise primer for other areas.

Step One might be called “making the case for the category”—which, first and foremost, entails recruiting well-respected, high-caliber social scientists to present the facts. Witness HIPYPYUSA, whose research director early on formed an advisory group that included Jeanne Brooks-Gunn.

“Jeanne’s word is a very, very well respected endorsement,” says Miriam Westheimer. “That was partly why we wanted her involved in doing our research. And that was 20 years ago.”

In written testimony she delivered to Congress in June about home visiting programs, Brooks-Gunn (who recently was elected to the prestigious Institute of Medicine of the National Academies) wrote about the effectiveness of the programs in helping young, first-time mothers who had relatively little education and who live in precarious economic circumstances. The children of these mothers are more likely to be the victims of harsh, inconsistent and insensitive parenting, and specifically more likely to be neglected or abused.

“Is it possible to help young mothers improve their educational status and/or parenting capabilities? The answer, from both longitudinal studies and intervention programs is yes,” Brooks-Gunn wrote. “Based on the current literature, young, first-time mothers seem to benefit most from home-visiting programs. Thus targeting this group is a good bet.”

Step Two might be termed “recognizing the variability within the category.” Home visiting programs range

“We’ve been doing this for 50 years, and it’s like Einstein’s definition of insanity: doing the same thing over and over again and hoping for a different result.”

widely in approach, method and application, Brooks-Gunn and two co-authors explain in an article they published in the *Future of Children* Policy Brief Fall 2009. “Some



programs already serve thousands of children. Individual programs vary dramatically with respect to children’s age, risk status of families served, range of services offered and intensity of the intervention as measured by the frequency and the duration of the home visiting... Nor do all programs have the same goals. Some aim specifically to reduce child maltreatment, whereas others focus on improving children’s health and developmental outcomes. What they all share is the view that services delivered in a family’s home will have a positive impact on parenting, which in turn can influence the long-term development of the child.”

Step Three is using study results for self-improvement. According to Westheimer, programs like HIPYPYUSA emphasize testing not only to ensure they achieve their goals





Curley (above) is in a new pilot group of nurses who deal with acute cases.

improvement and development,” she says.

Step Four is to create legislation that perpetuates and broadens the field, based on the best possible criteria. For example, the McDermott bill has been amended to fund programs that don’t have as much evidence behind them but are nevertheless widely considered promising—contingent upon continuing evaluation. These provisions are “a clear sign that both the administration and Congress want to do everything they can to fund successful programs,” Brooks-Gunn has written with co-authors Ron Haskins, a senior fellow and co-director of the Center on Children and Families at the Brookings Institution, and Christina Paxson, dean of Princeton’s Woodrow Wilson School of Public and International Affairs.

Finally, validation through research can also make it easier to replicate a program under different circumstances. For example, New York City’s NFP, currently in its seventh year and serving more than 2,000 families, is now deploying a pilot group of nurses (including Sharon Curley) citywide to deal with particularly acute cases. The members of this special team carry a significantly lower caseload than their colleagues. Though relatively new, the overall program, overseen by the New York Department of Health and Mental Hygiene, already is showing positive results in increasing breastfeeding initiation and duration, immunization rates, birth spacing and workforce participation.

“Essentially, we’re anticipating birth with a family that might be totally unprepared to step into a new parenting role,” says the program’s director, Lisa Landau. “We’re targeting parents who themselves might not be from a family where nurturing and good parenting was part of the pattern, and we’re trying to reinforce positive bonding and attachment between the parents and the child.”

Not every client becomes a success. Sharon Curley counsels a mother who is 14 and is on her second baby, and another whom she had to refer to the Administration of Child Services on suspicion of child abuse—a rarity for NFP. “It breaks your heart,” she says. “You build this relationship for a year and a half, but you’ve got to do what you’ve got to do.”

But the tale of Nicolette Rutherford seems promising. Bright and eager to learn, she is guilty mainly of a sometimes unrealistic penchant for taking care of others. As part of the NFP curriculum, Curley and Nicolette have discussed family planning, which has inspired Nicolette to take a break before having another baby. And recently Curley and Nicolette discussed the challenges Nicolette would face if, as she was thinking about doing, she started her own help hotline.

“I said, ‘All right let’s think about this,’” Curley recalls. “The phone will be ringing at three in the morning, and somebody’s telling you they’re on the top of a roof. What would be your plan? What are you going to do?”

Ultimately, Curley encouraged Rutherford to think about a more practical way of helping people: Going back to school to earn a degree as a social worker—or maybe even a nurse. *

Social programs have a long history of getting funded because they fit someone’s preconceived notion of what might work. Meanwhile, the nation’s poverty rate has increased and schools have made limited long-term progress.

THE TAKEAWAY

To Tom Corcoran and Fritz Mosher, leaders of the Center on Continuous Instructional Improvement (CCII) at Teachers College, JFK Elementary School exemplifies both the growth being made by schools and the challenges they still face as a consequence of American education policy over the past decade.

Corcoran and Mosher have worked for years on improving teaching. Corcoran, among other roles, was Policy Advisor for Education to New Jersey Governor Jim Florio, and he is at the center of TC education partnerships in Jordan, Thailand and other countries. Mosher, a social and cognitive psychologist, served for many years as a program officer with the Carnegie Corporation of New York, and more recently for periods as an advisor to the Spencer Foundation, the RAND Corporation and the U.S. Department of Education's former Office of Education Research and Innovation. CCII is part of the Consortium for Policy Research in Education (CPRE), founded by TC President Susan Fuhrman.

In a recent report, the two (together with Aaron Rogat, Senior Scientist, CPRE–Teachers College) describe “a set of grand bargains” over the past decade in which states have pledged that *all* students will become proficient, meeting increasingly ambitious content and performance standards. In exchange, the states receive federal funding targeted to help poor and disadvantaged children. Each state also has been left free to set its own standards and thus determine what constitutes “proficiency”—and districts and schools, in theory, have been left free to deter-

“It’s okay for a third grader to use an additive strategy to solve a multiplication problem, but not for a fifth grader.”

mine how best to enable students to meet the standards, while sharing accountability for ensuring that they do so.

That bargain needs to be renegotiated, according to Corcoran and Mosher, because it assumes we know how to prepare all students to reach proficiency levels and it does not encourage adoption of evidence-based practices. There are also issues about what constitutes success. Current assessments tend to emphasize basic skills and memorization of facts, and do not reflect all of the outcomes society wants for its children. By leaving these decisions to the states, NCLB in effect permits them to choose



Above: Fritz Mosher (left) and Tom Corcoran are promoting development of research centered on adaptive instruction. Opposite: A student at JFK Elementary School in Winooski, Vermont, demonstrates his multiplicative reasoning.

lower proficiency standards, thus creating the appearance of higher rates of success.

To address these issues, critics are demanding a shift to national content and performance standards on a par with results for the highest-performing among other nations. While such reforms sound persuasive, in practice they will mean that schools like JFK Elementary, already laboring under the demands of NCLB, will face even steeper odds. And to Corcoran and Mosher, they will fail unless policy-makers address what was neglected in the original bargain: the need to equip teachers with curricula and other teaching tools that help monitor students’ understanding and guide effective interventions to promote their learning.

Specifically, the two men argue that current standards and curricula in many subjects are, in the famous words of Michigan State University’s William Schmidt, “a mile

wide and an inch deep”—laundry lists of too many disconnected bits of information and procedural rules. They champion instead a focus on smaller sets of concepts and practices that research has shown to be central to understanding different disciplines and supportive of continued learning.

Over the past decade, researchers and educators around the country have begun to “engineer” sequences of learning experiences aimed at building a deep understanding of these core concepts. More specifically, they have mapped pathways toward increasingly sophisticated understand-

ings of such concepts—sequences based on empirical evidence of how students’ understanding develops and where it might break down. Such evidence includes research on the teaching and learning of a discipline, including evidence of children’s typical levels of understanding at different points in time given adequate instruction.

Corcoran, Mosher and others doing this work call these empirically grounded sequences “learning progressions,” or in some disciplines, “learning trajectories.” The term has been around for at least a decade, but as Corcoran and Mosher define them, learning progressions should focus on important concepts in a discipline and include intermediate levels of achievement. Learning progressions also are both defined and validated by assessment of student achievement—and the progressions, in turn, serve as a basis for designing more effective curriculum and more sensitive and useful assessments referenced to the levels of progress the progressions describe.

What does a learning progression actually look like?

One example in mathematics is the OGAP Multiplicative Reasoning Framework, which evolved from the Vermont Mathematics Partnership’s Ongoing Assessment Project (OGAP).

Beginning in 2003 Marge Petit, a nationally known math consultant, facilitated a Vermont Mathematics Partnership design team charged with developing formative assessment tools and resources. The OGAP team distilled mathematics education research focused on how students develop understanding of mathematical topics, common errors they make, and misconceptions and pre-conceptions that may interfere with their learning of new concepts or solving related problems. The team used these findings to develop formative assessment probes (short,



prepare them to use the new tools. This work was informed by three studies conducted between 2004 and 2007 involving hundreds of teachers and thousands of students, which provided the basis for the development of OGAP Frameworks for fractions, multiplicative reasoning and proportionality.

The OGAP Multiplicative Reasoning Framework—more fully developed over the last two years by Petit and another consultant, Beth Hulbert—is, in essence, a map that identifies students’ stages of learning as they develop their understanding of multiplication and division concepts and, ultimately, efficient and generalized strategies for solving multiplication and division problems. The map helps teachers track and advance students along a learning continuum/trajectory.

In training sessions on how to use the OGAP Multiplicative Reasoning Framework, Petit and Hulbert encourage teachers to focus on the strategies students are using rather than simply on the accuracy of their answers, because

“Teachers coming from college today are typically taking one or two math content courses. They’ve memorized some formulas but they don’t have a conceptual understanding of how mathematics works.”

focused questions, based on research, which teachers could use to monitor students’ understanding); designed tools to gather evidence and inform instruction; and created professional development materials to communicate the mathematics education research to educators and

both provide important information to guide instruction.

“It’s okay for a third grader to use an additive strategy to solve a multiplication problem—for instance, answering 3×5 by adding $5 + 5 + 5$,” Petit says, “but not for a fifth grader who’s been given a problem such as 24×134 . By



Bottom, left: Nasteho gets help from a co-student. Above: Pat Keough and Abraham work at the board. Top, left: Marge Petit with Principal Mary O'Rourke at JFK Elementary School.

fifth grade, students should understand the concepts underlying multiplication and division and be using efficient algorithms. Fifth grade students who answer multiplication

problems correctly but use repeated addition will be at a significant disadvantage as they engage in middle school mathematics dependent upon strong multiplicative reasoning, like proportionality and functions. In addition, because students might retreat to less sophisticated strategies as they solve more complex problems, they often move back and forth in using multiplicative and adding strategies. So we encourage teachers to be very aware of the structures of problems they assign, and to vary those structures depending on the problems kids are having.”

Ultimately, Petit says, the challenge is “how to move students to the kind of understanding that lets them flexibly solve problems with efficient and accurate strategies regardless of the complexity of the problem—so they own it.”

The OGAP Frameworks are in widespread use in schools in Alabama and Vermont—including at JFK Elementary, where, on a snowy afternoon this past December, teacher Pat Keough was working with a group of fourth graders.

Keough had begun the class by setting students the following problem:

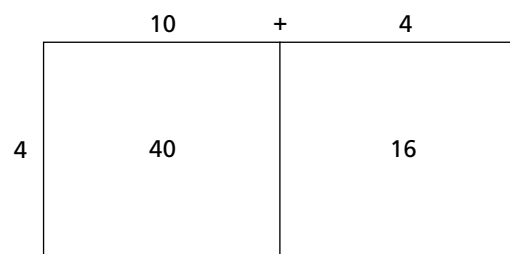
It takes four feet of ribbon to make one bow. How many feet of ribbon does it take to make 14 bows?

A girl named Jazlyn, with an orange cast on her left arm, had written out the numbers 1 through 14, and then, above them, counted by fours up to 56. It looked like this:

4 8 12 16 20 24 28 32 36 40 44 48 52 56
1 2 3 4 5 6 7 8 9 10 11 12 13 14

A boy named Abraham drew an open area model (see below) in which he broke 14 into $10 + 4$, multiplied 4×10 and 4×4 , and then added their products together. The area model is a transitional strategy that helps students visualize the distributive property (e.g., $4 \times 14 = 4(10 + 4) = 4 \times 10 + 4 \times 4$).

OPEN AREA MODEL: $4 \times 14 = 56$



And a girl named Nasteho, wearing a white head scarf, went directly to using the distributive property by breaking apart the numbers without the need for an area model.

$$(4 \times 10) + (4 \times 4) = 56$$

40 16 = 56

Clearly, using the Multiplicative Framework gives a teacher a different perspective on these student efforts than would be gained by simply looking at whether the answer was correct. Keough’s three students were displaying different levels of understanding. The OGAP Multiplicative Framework also guides teachers on how to plan their next day’s instruction—for each child. Over the next few class sessions, Keough would be looking for ways to build on Jazlyn’s skip counting as a starting point for using arrays and area models. She would be helping Abraham to articulate the distributive property that his area model represents.

“Teachers coming from college today have typically taken one or two math content courses,” says JFK Principal Mary O’Rourke. “Most of them are like I was—they’ve memorized some formulas, but they don’t have a conceptual understanding of how mathematics works. And in this school, we’re asking them to teach kids who just got off a plane, who can’t read enough English to take the math assessment, and some who have never been in a school setting who don’t know really know what numbers are. So what the OGAP Frameworks do is really incredible. They help our teachers focus on and understand the instructional im-



Learning Progressions in Science

The modern pre-K–12 science classroom is defined by hands-on learning—the notion, advanced a century ago by TC’s John Dewey, that students are more likely to learn well when they are challenged by their environment to make sense of experiences and successfully carry out activities that are of interest or concern to them.

But how can students make sense of aspects of the environment that are too large or too small to be seen in the classroom—or that happen too slowly to observe?

“Global climate change is happening, caused by rapidly increasing atmospheric carbon dioxide levels that are higher than they have been in 420,000 years, with inevitable consequences for sea levels, frequency and severity of storms, natural ecosystems and human agriculture,” write Lindsey Mohan, Jing Chen and Charles W. (“Andy”) Anderson of Michigan State University in their paper “Developing a K–12 Learning Progression for Carbon Cycling in Socio-Ecological Systems.” “These circumstances put a special burden on science educators. We must try to develop education systems that will prepare all of our citizens to participate knowledgeably and responsibly in the decision-making process about environmental systems.”

There’s still a long way to go, judging from answers by students in grades 4 through 10 to questions the Michigan State team gave them about how organic carbon is generated, transformed and oxidized. Among the central concepts many students failed to grasp: that matter is always conserved—or as the authors put it, “stuff” never goes away but only changes form; that gases are the stuff that solids and liquids become during weight loss, combustion or decomposition; and that those visible, physical processes are the product of unseen chemical changes within cells and molecules.

Even the most sophisticated students explain chemical changes only within “a single system, largely separate from one another,” the Michigan State researchers found—and most “do not see processes that happen in individual organisms as relevant to the flow of matter within an ecosystem.”

Out of this information, the Michigan group has created a four-level learning progression about the role of carbon that extends

from upper elementary school through high schools. Its ultimate goal is learners who “perceive a world of hierarchically organized systems that connect organisms and inanimate matter at both atomic–molecular and large scales.”

Meanwhile, backed by a recent \$900,000 grant from the National Science Foundation, Ann Rivet, Assistant Professor of Science Education at Teachers College, and her colleague Kim Kastens, Doherty Senior Research Scientist in Columbia’s Lamont–Doherty Earth Observatory, are tackling head-on the issues raised by tabletop models used in earth science classrooms, which are representations of Earth phenomena such as the differential heating of continents and oceans, stream erosion and deposition and other phenomena.

“Earth is 16 orders of magnitude larger than the classroom,” says Rivet. “So tabletop models offer imperfect analogies that, if misapplied or extended too far, create misperceptions of reality that fail to provide students with evidence that the phenomena targeted by the curricula do, in fact, occur in the real world.”

As a result, she says, students typically learn a lot about the tabletop models, but not much about the real-world phenomena the models are meant to simulate.

Working in selected eighth and ninth grade classrooms in New York’s Westchester and Rockland Counties, Rivet and Kastens will ultimately test three teaching strategies: rebalancing classroom discussions to place more emphasis on the connections between tabletop models and the earth; instructing both teachers and students in analogical reasoning (how to identify both the parallels and limitations of analogies); and giving students access to actual data sets that professional scientists have gathered about specific earth phenomena.

Through these approaches, Rivet and Kastens hope to develop a learning progression that will bring students to the point where they can “describe, explain and defend” scientists’ understanding of earth processes. Or as Rivet puts it, “We think science students should get in the habit of asking, ‘How do we know this is really happening?’”



At JFK Elementary School in Winooski, Vermont, 25 percent of the children do not speak English as a first language.

plications of the evidence provided by student work and show us how to move students forward based on

that, wherever they are.”

Thanks to the initiative of Tom Corcoran and Fritz Mosher, OGAP, CPRE and a company called Wireless Generation are developing a technology-based tool grounded in the OGAP Multiplicative Reasoning Framework and formative questions. Through the use of wireless technology, teachers will be able to access OGAP questions, classify student work according to the strategies a student uses to solve problems, and store and track this information by student, as well as by the student’s class, problem type and other factors.

“The vision is for teachers, at a glance, to be able to see where their students are located along the continuum—for the sole purpose of informing instruction and student learning,” Petit says.

More broadly, Corcoran and Mosher are trying to encourage development of a field of research, design and development centered on “adaptive instruction”—again, teaching that is continually informed and improved by monitoring what students know and placing them in a continuum or progression that reveals their progress toward proficient understanding. In spring 2009, they produced a widely disseminated report, “Learning Progressions in Science,” which recommends, among other things, that states revise their standards to consider the evidence on learning progressions. They expect to soon publish a parallel report on math.

“Only if we behave like scientists and adopt scientific practices to inform our educational policies are our stu-

dents likely to be able to make significant gains in science, and in other domains of knowledge as well,” they write in “Learning Progressions in Science.”

There are signs that others are coming around to that viewpoint—in particular, educators involved in the effort to produce Common Core Standards, a set of national “college- and job-ready” standards in mathematics and English for high school seniors. As of September, 48 states were participating in this initiative, which is being led by the National Governors Association and the Council of Chief State School Officers.

This past summer, at a two-day meeting at the Friday Institute at North Carolina State University hosted by Jere Confrey, the Joseph D. Moore Distinguished Professor of Mathematics Education, participants from the CCII mathematics working group made the case to top people from the Common Core initiative that learning progressions could provide a basis for informing the work of the core standards writing groups as they map the route to reaching standards back over the earlier grades. Separately, Corcoran has been asked to serve on a National Research Council study committee that is launching an effort to create national science standards.

“How it will all play out, we can’t say, but I think it’s safe to say we’re having an impact on people’s thinking,” Corcoran says.

For teachers working in schools like JFK Elementary and for their students there’s a lot riding on the development of tools like the OGAP assessments and on building teachers’ understanding of the implications of the evidence such tools can provide. If those things can happen, then NCLB’s goal of helping each child reach proficiency becomes more than mere political rhetoric. *

Current standards and curricula are too often laundry lists of disconnected bits of information. Learning progressions focus on smaller sets of concepts and practices central to understanding different disciplines.

THE TAKEAWAY



IT TAKES ALL KINDS

A TC study makes a powerful case for revisiting integration-minded school policies of an earlier era

Sixteen-year-old Alicia Robinson lives in three worlds.

There's Hartford, a city that is more than 90 percent black and Latino, where she lives with her mother, younger sister and brother.

There's Simsbury High School, an overwhelmingly white school in an upper-middle class suburban Connecticut town, where Robinson is a junior.

And there's the special bus that Robinson rides for nearly two hours every day with 25 other students from Hartford, getting up at 5:30 to wait on her corner and arriving home after six on days when she stays late for chorus, multicultural club or the mentoring she does with incoming ninth graders.

"I'm getting a better education," says Robinson, who wants to be a pediatrician. "A lot of people say, 'You're such an overachiever, you're always doing homework'—but I'm very focused on what I'm doing."

Robinson is one of more than 1,200 students living in Hartford who participate by lottery in Open Choice, a statewide program that allows them to attend public school in neighboring suburban towns. A related program enables both Hartford and suburban students to attend special magnet schools in Hartford. Open Choice, which builds on an earlier effort in Hartford called Project Concern, was created 21 years ago as a result of a landmark court case, *Sheff v. O'Neill*, brought by a group of Hartford parents who charged that Connecticut's

system of separate city and suburban school districts had created racially segregated schools and violated their children's rights to equal opportunity. At the time the suit was filed, a staggering 74 percent of the city's eighth graders needed assistance in remedial reading.

Nationwide, there are only seven other "inter-districts" (Boston, Milwaukee, St. Louis, Rochester, Indianapolis, Minneapolis and East Palo Alto) that, like Hartford's, enable students to move across district lines with the specific aim of attending integrated schools. The programs are dinosaurs—vestiges of a time that, for many, is recalled by images of angry protesters denouncing enforced busing. That era began to end in 1974, when the U.S. Supreme Court ruled that federal judges could not order desegregation remedies that send students across urban-suburban district boundaries without substantial, hard-to-document evidence that the suburban districts actually create racial segregation. It officially closed with an exclamation point in 2007 when the Court struck down voluntary racial balancing plans in Seattle and Louisville.

Now, though, there is compelling evidence that inter-districts—which are voluntary—are worth another look.

"The separateness and inequality that characterizes U.S. education along racial/ethnic and social class lines is increasingly circumscribed by school district boundaries," concludes "Boundary Crossing for Diversity, Equity and Achievement: Inter-district School Desegregation and Educational Opportunity," a study led by TC faculty member Amy Stuart Wells that was released in November 2009. "Despite the fact that [inter-district] programs are out of sync with the current political framing of problems



and solutions in the field of education, the research suggests they are far more successful than recent choice and accountability policies at closing the achievement gaps and offering meaningful school choices."

The study, which draws on previous research, newspaper articles and court documents, finds that inner-city students who attended suburban schools through inter-district programs have significantly outperformed peers who stayed in city schools. The inter-districts have also improved racial attitudes and led to long-term mobility and further education for students of color. And, perhaps most interestingly, suburban residents, educators, school officials and students grow to appreciate the programs more the longer they continue. In fact, the study reports, many former opponents are now defending inter-district programs against threats of curtailment, even when continuation would entail reduced funding.

All of which is in keeping with other findings by Wells, who is one of the nation's leading experts on segregation issues. In hundreds of interviews she has conducted during the past decade, graduates (both black and white) have reported that the experience of attending an integrated school provided them with superior preparation for life and work.

Alicia Robinson takes a bus from Hartford to an integrated school in Simsbury, Connecticut. Opposite: Robinson in her AP History class at Simsbury High School.

Research by Amy Stuart Wells (above, right) and her students (including, from left, Bianca Baldrige, Terrenda White and Miya Warner) found that inner-city students who attended suburban schools outperformed peers who didn't.

And in a recent study of school districts on Long Island, Wells found that schools in more



affluent, largely white districts were better financed, had better resources and attracted better teachers.

“Once a district is perceived as mostly minority, white families begin to move out, teachers don’t apply for jobs and the poor quality associated with an apartheid school becomes a self-fulfilling prophecy,” says Wells, who wrote a widely admired brief that the Supreme Court considered in its ruling in the Seattle and Louisville cases. “So, simply by attending school in a district with more white families, poor students of color are more likely to have access to a better education.”

At Simsbury’s Henry James Memorial Middle School, for example, Michael McFolley, an eighth grader in the Open Choice program, is taking honors math and a social studies course that looks at the concept of the American Dream from multiple viewpoints and at different stages of the nation’s history. Michael’s after-school options include musical composition, a “MathCounts” competition team and a range of sports, including volleyball, badminton and weight lifting.

“I have a cousin my age in Hartford, and he’s doing stuff I did two years ago,” says Michael, who began commuting to Simsbury in first grade. “And he has no textbooks. He asks me to help him with his homework.”



Towns like Simsbury also typically offer safer and calmer environments than schools in the inner city.

“If I have six disciplinary cases here in a week, that’s a lot,” says Sue Lemke, principal at Henry James. “I have a colleague who’s an urban principal, and that’s typically the first two hours of her day.”

But Lemke believes other factors are required to make Open Choice a success. At Henry James, she and her team closely monitor students’ academic performance, intervening whenever any child receives a grade of D or F. The school also has a behavioral code, the HJ Way, which holds students accountable for being respectful, kind, responsible, fair and trustworthy. Lemke holds weekly ceremonies to honor students who model the code’s behaviors. In addition, Henry James Memorial employs three counselors who work with all students, particularly on the transition into middle school, where, for the first time, Simsbury students have a different teacher for each subject. There are also guidance classes within homerooms on topics ranging from tolerance and appreciating differences to career exploration.

Beyond that, the school makes a special effort to reach out to families of Open Choice students, holding dinners for parents that are prepared jointly by students and teachers, sponsoring a movie afternoon in Hartford and providing transportation out to Simsbury for school plays and other events. And recently the district, together with three others that participate in Open Choice, created a position for an “interventionist” who advocates for the Choice families and acts as a liaison between them and the schools.

“Open Choice has very specific expectations of parents, and the parents are extremely supportive—they’ve enrolled their children because they know education is the way to make a difference in their lives,” Lemke says.

Still, parents are often beset with other problems, particularly in a recession economy, and calls home sometimes go unreturned





Alicia Robinson at home in Hartford with her mother, Janice Mendez, and her brother and sister.



or reveal disconnected numbers. And even in Simsbury, Open Choice students—like students

everywhere—can present more challenges as they grow older.

“Nearly all of our kids graduate and go on to some kind of post-secondary schooling, but some of them do struggle,” says Neil Sullivan, principal of Simsbury High School. “We offer a lot of supports, but some of them have very tough home lives. Also, at the high school level, unlike in the earlier grades, all the Choice kids ride the bus together, and that’s when the ‘too cool for school’ attitude can take over.”

Sullivan says he’s a fan of the program because all parties benefit. “The fact that we can bring 25 Hartford kids here is good for the Simsbury kids, because there are probably only about 25 other kids of color here,” he says. “So they’re getting a superior educational opportunity versus what they’d get in Hartford, and we’re getting diversity.”

For the most part, he says, Open Choice students fit in well—but inevitably there are kids who feel that teachers treat them differently because they are black or Latino.

“There are kids whose behavior is challenging, and the teachers get irritated,” he says. “The kids read it as, ‘teachers don’t like me because I’m black,’ but it’s not the kid, it’s the behavior—not doing homework, or something more belligerent. And we have white kids who act like that, too.”

The Open Choice students who fare best, Sullivan says are those who get involved in extracurricular activities. “It gives you a chance to get to know kids you wouldn’t necessarily meet if you just sit with the same group in the cafeteria every day.”

Alicia Robinson agrees with that assessment. “I have friends at home who say, why do you want to be with all these rich, white people, but I’m like, it’s not really like that. When I came, everyone was friendly and welcoming—it was pretty smooth.”

On the other hand, Open Choice kids do run into some stereotyping—for example, the assumption that they come from poor families. For the most part this is true, but there are middle-income students from Hartford who participate, too.

“All students from Hartford are eligible for free and reduced lunch, so when they come out to the suburbs, the assumptions are already made,” says Sylena Ellison, the interventionist who works in Simsbury.

Whatever the pros and cons of the Open Choice program, one thing is clear: both are likely to be more apparent in the future. A recent resettlement in the *Sheff* case calls for suburban towns to increase their participation in Open Choice, either by taking more students from Hartford or sending more students to Hartford magnet schools.

“We held a meeting of Simsbury and Hartford parents to decide how we wanted to respond to *Sheff*, and the consensus was that rather than send more students to magnets we wanted to take more Choice students in Simsbury,” says Diane Ullman, Superintendent of Simsbury Schools. “That was the decision even though doing so is financially burdensome—it costs about \$12,000 [per year] to educate a student, and we are reimbursed only about \$2,500 for Choice students. We’re doing it because we think it’s the right thing to do, both for the Choice students, and because it’s good for students in Simsbury. But with the economy, we’re cutting teachers, programs and services everywhere, so the question is, how can you add kids? That’s something the legislature hasn’t addressed.” *

Inter-district programs can be a win-win that provides inner-city students with a better education and suburban schools with more diversity.

THE TAKEAWAY



OUTSOURCING THE DISTRICT OFFICE

Schools are no longer being run from the central HQ. The results aren't quite what was expected

Sitting in his car on a busy New Orleans street corner one morning last year, Henry Levin counted no fewer than 17 school buses going by, each serving a different school.

To Levin, the William Heard Kilpatrick Professor of Economics and Education at Teachers College, it was one sign among many that, since Hurricane Katrina in 2005, there have been dramatic changes in the city's educational landscape.

Much was wrought by the storm itself. Katrina destroyed a third of all school buildings in New Orleans and damaged most of the rest. With the city's population cut by 80 percent, the schools were closed, and nearly all New Orleans public school employees were laid off.

But even before Katrina, New Orleans' schools were due for an overhaul. More than 90 percent of the city's students were failing high school exit exams in both reading and mathematics. Deficits and corruption were widespread. In 2003, the state of Louisiana had established a new entity called the Recovery School District with the charge to "attempt to reconstitute schools with high student failure," and New Orleans' public schools were its prime target.

So when Katrina quite literally wiped the slate clean, the reforms undertaken were radical. Today, the New Orleans public schools are no longer run by New Orleans—the city now operates only four schools and administers 12 charters, while all the rest are controlled by the state, either by way of its Recovery School District or other entities. More than half of all remaining schools are now autonomous charter schools, and most of the rest are magnet schools or other alternative-type institutions. And there are no more “catchment zones”: residents can choose to send their children to any school in the city.

The jury is still out on whether these changes are resulting in a better education for New Orleans students. There are some shining examples of innovation, but also—as the proliferation of school buses suggests—a pervasive lack of cohesion. To Levin, about all one can conclude right now is that “they’re building the plane as they’re flying it.”

New Orleans may be an extreme case, but it’s indicative of a trend percolating nationwide, especially where states and strong mayors have taken the lead. A number of large districts are replacing centralized management of day-to-day school operations with more of a “weed-and-seed approach,” closing failing schools and recruiting new types of schools to replace them. These new authorities are overseeing what have come to be called “portfolio districts”: mini-systems of independently operating schools, including traditional public schools with more control over their own budgets, for-profit and nonprofit groups running or partnering with schools on a contract basis, and charter



TC’s Luis Huerta says charter schools are still an experiment that needs greater scrutiny. Opposite: The proliferation of school buses in New Orleans suggests a lack of cohesion.

take over management of 45 schools. Chicago’s Renaissance 2010 plan, announced in June 2004, has launched more than 80 new schools under guidelines that call for closing under-performing schools and replacing them with schools that have been “given autonomy to create innovative learning environments using...charter, contract or performance” as their governance structure. In New York, all 1,400 schools now self-affiliate into networks and “purchase” support services from nonprofit or public “School Support Organizations” (SSOs). These services include principal training, leadership development, teacher development, on-site coaching and development, data analysis, youth development services and technical assistance for special education.

Nationwide, Henig says that during the 2005–2006 school year (the most recent for which data is available), 51 for-profit education management organizations (EMOs)

“The central office becomes like a general contractor that hires and fires plumbers and electricians and the like, but doesn’t build the house.”

schools, some operating independently and some part of national charter management networks.

“The central office becomes like a general contractor who hires and fires plumbers and electricians and the like, but doesn’t build the house,” says Jeff Henig, Professor of Political Science and Education and the coordinator of the Politics and Education Program at TC.

In Philadelphia, for example, the school reform commission (appointed by the city and the state) contracted with for-profit providers, nonprofits and universities to

already were managing 521 schools in 28 states plus the District of Columbia. On the not-for-profit side, according to one estimate Henig quotes, by 2015 nonprofit charter management organizations will have created more than 450 schools serving 212,000 students.

And these trends will now be given impetus at the federal level, as well. To be eligible for the new “Race to the Top” education stimulus funding created by the Obama administration, states must agree to lift numerical caps on charter school creation.

Teachers College policy researchers have been in the forefront of analyzing these developments and educating elected officials and policymakers about their current and potential impact. In the fall of 2008, Henig and Levin, along with Katrina Bulkley of Montclair State University, convened a conference of scholars with a grant from the Spencer Foundation to take a closer look at the growing phenomenon of portfolio districts. They are now compiling a book that will include chapters on the experiences of Philadelphia, Chicago, New Orleans and New York. Levin will be the lead writer on the New Orleans chapter while Henig and TC doctoral student Jonathan Gyurko, an expert on New York's charter schools, are writing about New York City. And, in separate work, Luis Huerta, TC Associate Professor of Education and Public Policy and an advisor to the National Council of State Legislatures, is taking a close look at the way charters are faring under the new systems as part of a continuing series of articles on charters in New York City.

All four men find much to hope for in the idea of portfolio districts. Yet with the growing appetite for charters, all four also have concerns.

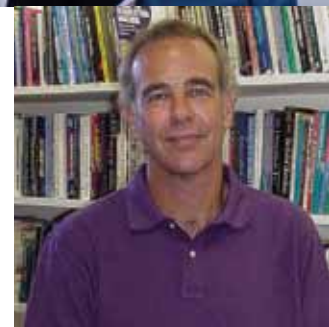
"New York has a law governing charter school creation, and charters continue to expand, but we don't have a state or a city commitment to examine what's going on in these charters," says Huerta. "And I think that's really important because in the end, this is still an experiment."

What are potential negatives of portfolio districts? Paradoxically, even as they promote autonomy on some levels, portfolio districts also impose frameworks that may

But according to research by Henig and Gyurko, real-world interactions between SSOs and client schools are playing out a bit differently. For one thing, the SSOs sign contracts with the New York City Department of Education, not with individual principals or schools—so their accountability to clients still isn't direct. For another, few SSOs offer all of the services that schools typically require, making true comparison "shopping" more difficult. (For example, two-thirds do not offer assistance with gifted and talented students or instruction in the arts.)

"A truly competitive marketplace needs a lot of providers and choices," Gyurko says. "The city's not there just yet."

Charter schools aren't required to work with SSOs, but the alternative may threaten their autonomy in a different way. Huerta is finding that in New York, the city puts pressure on charters—which typically receive less funding than other city schools, despite being responsible for cov-



"When each school is given maximum autonomy, the differences that arise can have just the opposite consequences for the system as those intended."

actually limit the much-touted entrepreneurial freedom that reformers argue is a prerequisite for success.

In New York City's unique implementation of portfolio management, Mayor Michael Bloomberg and Education Chancellor Joel Klein have created a support framework for schools that includes SSOs, which fill the roles district offices once played. In theory, SSOs are an improvement over the traditional district structure because schools select their SSO, and the quality of services is measured by principal satisfaction surveys.

ering the costs of their own physical plants—to forge ties with foundations and educational management organizations with deep pockets. However, charters who choose to retain strong ties to their local community and promote the goals of building civic capacity risk losing the autonomy necessary to their locally oriented goals.

"When mom-and-pop charters engage in partnerships with local museums or small community-based organizations, there's a low risk to their school autonomy in exchange for the in-kind services they receive, but a potential



Henry Levin (above) is studying portfolio districts in New Orleans. Jeff Henig (left, bottom) and Jonathan Gyrko (left, top) are studying them in New York.

high yield in building civic capacity in their community,” Huerta says. “These types of organizations don’t have the resources or the personnel to demand that a liaison from their organization be appointed to the charter’s school board in order to oversee that their resources are being used wisely. But when charters seek large grants from foundations and

other organizations, it’s very likely a foundation will want to appoint somebody to the charter school board. And the investment of countless hours in applying for grants is also a high tax on charters’ limited staff and human resource capacity.”

Yet taking that risk may be the lesser of two evils. “In New York City, you’re at risk of not being re-chartered if you haven’t secured substantive resources from external partnerships,” Huerta says. “It’s not explicit policy but it’s happening, in so far as who’s being reauthorized and who’s not. Charter schools that seek reauthorization but have yet to secure a partnership with a foundation or management organization may lose the authority to manage their own budget.” Huerta says that two schools he and his colleagues have studied were stripped of their autonomy to make budget decisions over \$60,000 because of their failure to demonstrate “additional resource flows” from formal partners.

An added attraction of charters is their potential to function as laboratories for innovative education practices that can then be shared with other schools, thereby improving the entire system. But according to Huerta, charters’ approach in New York City tends to amount to a stringent “three Rs” emphasis, with little sharing with other schools. Ultimately, Huerta says, charters and the organizations that manage them are excelling mainly as team players more adept at meeting traditional accountability standards set by the city and mimicking traditional governance structures and teaching practices than they are at innovating.

Meanwhile, the burden of coming up with new solutions to problems seems to have been shifted to school management organizations and SSOs—or on occasion (for example, the recent ban on student cell phones and the systemwide hiring freeze), simply to the Mayor himself.

“Under a disciplined notion of school autonomy, we’d see schools adopting a variety of policies,” Gyrko says. “But at times, systemic obligations or the Mayor’s prerogative have taken precedence, and the next day it’s policy—citywide.”

Indeed, one of the most persistent criticisms of portfolio management is that, in addition to removing the bureaucracy, it takes the organized public out of the public schools.

“Those behind these new models are trying to shift away from what they consider to be the historical over-responsiveness to teachers unions and the most mobilized parents,” says Henig. The view of these advocates, Henig says, is that increasing the role of education entrepreneurs, nonprofit providers, reformers and experts “can raise expertise and, in the process, better meet the needs of the silent majority of parents who may not be so well represented among the more vocal advocacy groups.”

Boosters of this approach claim they have succeeded in getting the politics out of the system—but not everyone agrees that’s entirely true, or that when it is true, it’s a good thing.

“It took a tremendous amount of politics to do what they’ve done,” says Gyrko of the changes in New York City. “The questions are, whose politics are out? Has practitioner and parent voice been too much removed from the public discourse? And what’s the consequent impact on policymaking?”

Paradoxically, even as they promote autonomy on some levels, portfolio districts of charters and other more independently operated schools also impose a framework that may limit the schools’ much-touted entrepreneurial freedom.

One of the most persistent criticisms of portfolio management of charters and other supposedly more “grassroots” institutions is that it takes the organized public out of the public schools.

The diminishment of the public’s role has been even more significant in New Orleans where, following Katrina and the reorientation of the schools, the entire teacher population was let go, contributing to (among other results) the disempowering of the powerful, largely African American middle class they represented. The new teacher population, according to Levin’s research, is largely drawn from a younger pool, many of them eager Teach for America recruits who, though they provide a bright spark to the system, disappear once their terms are up, forming no permanent ties to the community. Even the chief executive officer of the Recovery School District, Paul Vallas, a veteran of portfolio district creation in Chicago and Philadelphia, commutes back to Illinois on weekends. And Levin is concerned that funding for the system, much of it from outside sources, may disappear once the public focus on New Orleans’ troubles wanes.

Unlike in New York, the New Orleans system’s lack of a strong central authority has created major problems in matters as mundane as communication about which schools have available seats.

“When each school is given maximum autonomy the differences that arise can have just the opposite consequences for the system as those that were intended,” Levin writes. “How can students switch schools if curriculum and school practices vary so immensely from one school to another that there is little or no articulation or possibility of student transition for many students? How can schools compete for teachers who must relinquish valued accumulation of pension and other benefits when switching to a school with different arrangements? Good choices require good information. How will the overall system collect accurate information on school options and disseminate it



to students, parents and teachers? Charter school students in New Orleans.

Access to choice requires transportation. But school vehicles crisscrossing the entire city are redundant, environmentally damaging and costly, leaving fewer resources to be spent on instruction.”

Building an organized system based on autonomous parts is at the very least counterintuitive. The qualities of charters that the systems hope to maintain may in fact be antithetical to the expansion and replication necessary to apply the model to an entire city. Charters often depend on the vitality of the original cast of teachers and administrators starting the schools. Is it possible to maintain that vitality once those original casts leave or are sent on to try to replicate their school’s success in other schools? “Many charter founders rely on their collective sweat equity to act as the glue that holds their schools together,” says Huerta. “But sweat equity is as liquid as sweat.”

Perhaps the strongest hope of all four men is that the systems be allowed to develop into solutions individually appropriate to each district. “Almost no one out there thinks that these large urban school districts have been doing as well as they should be doing, and portfolio districts represent a serious effort to restructure them,” Henig says. “There’s a potential here to undo a lot of inefficiencies, eliminate a lot of little political fiefdoms, reduce the role of patronage, provide greater voice to groups that haven’t been politically active, and that can be good. What I’m concerned about is when the proponents offer these things as universal, self-enforcing solutions. They seem to believe you can take this model and inject it into this district or this other district and you’re going to get the same results. And that’s not been the case.” *



LEARNING TO EDUCATE THE LAWMAKERS

TC's John Allegrante helped inaugurate the National Health Education Advocacy Summit. Now he brings his students there to find their voices

Around Teachers College, John Allegrante is known for giving impromptu architectural and historical tours of the Columbia and TC campuses. But when Allegrante—Professor of Health Education and TC Deputy Provost—takes students in his Social Policy and Prevention course to Washington, D.C., each February, it's not to check out the Smithsonian or the Library of Congress. Instead, the students are there to advocate for higher funding levels at the U.S. Centers for Disease Control and Prevention (CDC) and other federal agencies.

For the past 11 years, Allegrante has been leading students on these trips to Capitol Hill as part of the National Health Education Advocacy Summit, a two-and-a-half day annual conference to teach advocacy skills to students, faculty and health education

Above: A meeting of the National Health Education Summit in Washington, D.C., in 2009.

professionals. Allegrante co-founded and helped launch the Summit the year he was President of the Society for Public Health Education (SOPHE).

Inspired by Research!America, an advocacy group that helped in the span of a decade to double the funding for the National Institutes of Health, Allegrante and his colleagues at SOPHE and a coalition of national public health organizations were eager to create an equal voice for raising funding levels at the CDC and other agencies involved in school and public health education.

“Within the field, there was a consensus: we needed to have more political impact,” says Allegrante, a SOPHE Distinguished Fellow who recently was named editor-in-chief of *Health Education & Behavior*, the organization’s flagship peer-reviewed journal.

Scheduled to coincide with the development of the federal budget, the Summit fast became a forum to develop a unified agenda among health education professionals. Over the years, approximately 1,200 professionals have attended, representing 30,000 constituents invested in issues such as tobacco control, adolescent health, diet and physical activity, hypertension and the elimination of health disparities.

Since TC is a professional school that sends its graduates out into the job market, Allegrante says, “It was logical for students to be involved and to expose them to the law-

behavioral science perspectives on decision-making and consensus-building; and a primer on economic analysis in health promotion and disease prevention. With the establishment of the Summit, Allegrante added a fourth modular component, on how to be an advocate.

For Katie Hornung ’09, one of the students who participated in the advocacy effort this past February, the Summit was a chance to put an ideal into action. “In school, activism is such a theme,” she says, “but I’d never had a class before that actually taught me how to be an activist.”

Advocating for the appropriation of \$48.6 million for DASH programs, Hornung and her colleagues—a group of 12 students—visited an aide at New York Representative Eliot Engel’s office. Speaking to a congressional aide was “nerve-racking,” Hornung says, but she felt prepared by the previous day



“Within the field, there was a consensus: we needed to have more political impact.”

making and appropriations process.” They also meet top professionals in the field—including TC alumnus Howell Wechsler, a perennial speaker at the event who is Director of the CDC’s Division of Adolescent and School Health (DASH).

“It’s amazing that students get to spend all day with leaders in the field,” Wechsler says. “But that’s the kind of experience TC has always provided.”

Before the Summit’s creation, Allegrante’s Social Policy course covered three basic areas: U.S. health policy and the role of health promotion and disease prevention;

of seminars and trainings, which taught her “how to be an educator to lawmakers.”

At the Summit, Hornung learned practical tips such as: keep requests short and concise, since legislators and their aides are busy people, and be specific. Make the request at least twice, preferably at the beginning and end of the time allotted with the lawmaker and/or his or her staff. Instead of overloading requests with facts and statistics, focus on the most compelling reasons for supporting an issue. Personal stories make an especially compelling case and provide lawmakers with specific ex-



John Allegrante (above) helped inaugurate the Health Education Advocacy Summit in Washington, D.C., which features speakers such as TC alumnus Howell Wechsler (top, left) and is attended by TC students like Katie Hornung (bottom, left).

amples that the rest of their constituency can relate to. Finally, leave contact information and be prepared to serve as an ongoing resource for the lawmaker and his or her staff on this particular issue.

Speaking to an informed aide, Hornung's group made an impact, even though the aide was already aligned with the students' view of increased funding for school health programs.

Hornung's takeaway lesson? "It's important that citizens feel empowered and take the time to have their voices heard, particularly in a system where the loudest voices tend to be special interest groups and big business."

Lauren Au '09, whose group was focused on chronic disease prevention, was able to incorporate her professional experience in a hospital, working with patients with diabetes and obesity. After she explained how her experience was related to the preventive health measures of Function 550 (the federal discretionary budget for health measures), she felt the aide she spoke to was very responsive.

"As students," she says, "we are able to provide aides with information that they might not otherwise have."

Allegrante's pioneering efforts have inspired other programs to include students as well. In fact, since the Summit's inception, student attendance has increased by 40 percent.

"If you don't have good leadership," says M. Elaine Auld, current CEO of SOPHE and Allegrante's founding partner, "it's much more difficult to make an impact on students. John always encourages the experience—because it's transformational."

Witness Hornung and Au. Hornung benefited so much from the 2009 Summit that she's planning on attending again this year. Au, who earned her R.D. and M.S. in nutrition and public health, currently uses her advocacy experience at Tufts University's Friedman School of Nutrition Science and Policy, where she is a USDA Doctoral Fellow in Obesity focusing on Food Policy and Applied Nutrition.

"Having the advocacy experience has been really enriching—here I'm taking classes in policy and government relations. All the work I did in Professor Allegrante's class and at the Summit has really strengthened my advocacy skills," says Au.

The collective benefits of the Summit have been substantial. CDC funding levels, while not increasing, have remained constant—no small feat in the current economic climate. In FY10, DASH was slated for a \$5-million increase in the President's budget, but while the House approved the measure, the Senate ultimately rejected it.

"There's always next year," Allegrante says.

But to DASH's Wechsler, the bigger triumph may lie in the empowerment of the students themselves. "They're given the chance to use information and to have an impact on the nation's policies," he says. "That's education." *

Inspired by Research!America, an advocacy group that helped in the span of a decade to double the funding for the National Institutes of Health, Allegrante and colleagues were eager to create an equal voice for raising funding levels at agencies involved in school and public health education.

THE TAKEAWAY

HONOR ROLL OF DONORS

Our sincerest thanks to those of you who generously supported Teachers College during the 2008–2009 fiscal year.*

It gives me great pleasure to share with you the Teachers College Honor Roll of Donors. On behalf of the entire TC community, I would like to extend our sincere gratitude to all of the wonderful trustees, alumni, friends, corporate, foundation, faculty, staff and community partners for your steadfast support of the College. At TC, we value the unique contributions of each and every donor, and the following pages are both a recognition of your insightful generosity and a celebration of your commitment to TC.

This year, even in the midst of an economic crisis, donors like you have given TC cause for celebration: fiscal year 2009 ranks as one of the largest totals in new commitments raised in TC's history, thanks to strong showings in the areas of planned giving and foundation funding. With your combined support, TC is continuing to lead the way on so many important fronts: scholarship that helps us better understand the world, committed practice informed by theory, powerful policy recommendations that improve society.

Your support makes our ongoing work to shape lives and learning possible. From everyone here at TC, thank you for your continued, generous support.

Sincerely,



Suzanne M. Murphy



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			Kenneth and Florence Oberholtzer*
			Lida A. Orzeck, Ph.D.
			Shirley S. Passow, Esq.
			Dorothy R. Pieniadz, Ed.D.

When TC alumna **TOMOKO TAKAHASHI** (Ed.D., 1984; Ed.M., 1981; M.A., 1980) recently updated her estate plans, she reconfirmed her desire and plan to honor retired TC faculty member Leslie Beebe, with whom Takahashi had studied in the College's Applied Linguistics program. Takahashi designated one-quarter of her estate to establish a scholarship in honor of Professor Leslie M. Beebe. Dr. Takahashi is currently the Provost & Vice President for Academic Affairs and the Dean of the Graduate School at Soka University of America, Aliso Viejo, California.

THE GRACE DODGE SOCIETY *continued*

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ESTATE GIFTS

Teachers College gratefully acknowledges the generous support received from the estates of our alumni, faculty, trustees and friends. These very important planned gifts provide significant funds for scholarship, professorships, program and general support.

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Anne Elizabeth McMichael		

RITA W. GOLD, teacher and TC alumna (M.A., 1962) dedicated her life to early childhood education. Through a generous bequest of \$500,000 to support the Rita W. Gold Scholarship, and in conjunction with a lifetime of giving, Rita Gold ensured that her important work would continue through the support of countless generations of TC students. In addition to establishing several scholarship funds, Rita Gold funded the Rita Gold Early Childhood Center at Teachers College to serve families with children from six weeks to six years of age.

FINANCIAL STATEMENT HIGHLIGHTS

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting by not-for-profit organizations.

BALANCE SHEET

The balance sheet presents the College's financial position as of August 31, 2009. The College's largest financial asset is its investment portfolio, representing approximately 56% of the College's total assets, with a fair market value of \$203 million as of August 31, 2009. The investment portfolio includes \$181 million relating to the College's endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, \$13 million of investment return on the endowment portfolio was used to support operations in fiscal year 2009.

The College's second largest and oldest asset is its physical plant, consisting of land, buildings, furniture

and fixtures, and equipment. As of August 31, 2009, the net book value of plant assets was approximately \$123 million, representing approximately 34% of the College's total assets.

The College's liabilities of \$198 million are substantially less than its assets. As of August 31, 2009, long-term debt represented the College's most significant liability, at \$88 million.

In accordance with FASB standards, the net assets of the College are classified as either unrestricted, temporarily restricted or permanently restricted. Unrestricted net assets are not subject to donor-imposed restrictions. At August 31, 2009, the College's unrestricted net assets totaled approximately \$82 million. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met either by actions of the College or the passage of time. Permanently restricted net assets are subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom. The College's permanently restricted net assets consist of endowment principal cash gifts and pledges.

STATEMENT OF CHANGES IN NET ASSETS

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return, net of amounts appropriated as determined by the College's endowment spending policy; changes in non-operating pension and postretirement liabilities; and the net change in the value of derivative instruments.

Unrestricted operating revenues totaled approximately \$161 million. The College's principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 52% of operating revenues, and grants and contracts for research and training programs, representing 23% of operating revenues. Investment return, auxiliary activities, government appropriations, and other sources comprise the remaining 25% of operating revenues. Operating expenses totaled \$168 million.

BALANCE SHEET August 31, 2009

ASSETS

Cash	\$ 11,049,332
Student accounts and other receivables, net	4,676,846
Grants and contracts receivable	3,564,441
Inventories and other assets	3,951,787
Contributions receivable, net	5,739,326
Funds held by bond trustees and escrow agent	8,173,998
Investments	203,019,088
Student loans receivable, net	2,840,562
Plant assets, net	122,724,537
TOTAL ASSETS	\$ 365,739,917

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable and accrued expenses	\$ 21,160,613
Deferred revenues	24,010,832
Long-term debt	87,734,517
Accrued pension and other benefit obligations	52,400,950
Other Liabilities	10,961,076
U.S. Government grants refundable	2,369,096
TOTAL LIABILITIES	198,637,084

NET ASSETS

Unrestricted net assets

Endowment and Other	134,377,614
Pension and Postretirement Obligation	(52,400,950)
Total Unrestricted net assets	81,976,664

Temporarily restricted	9,579,056
Permanently restricted	75,547,113

TOTAL NET ASSETS 167,102,833

TOTAL LIABILITIES AND NET ASSETS \$ 365,739,917

STATEMENT OF CHANGES IN NET ASSETS Fiscal Year ended August 31, 2009

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
OPERATING REVENUES				
Student tuition and fees, net of student aid	\$ 84,587,891	—	—	84,587,891
Government appropriations	572,829	—	—	572,829
Grants and contracts	36,851,847	—	—	36,851,847
Contributions	2,950,465	—	—	2,950,465
Investment return used in operations	13,157,836	—	—	13,157,836
Sales and services of auxiliary enterprises	18,722,492	—	—	18,722,492
Other sources	2,141,199	—	—	2,141,199
Net assets released from restrictions	2,437,799	—	—	2,437,799
TOTAL OPERATING REVENUES	161,422,358	—	—	161,422,358
OPERATING EXPENSES				
Instruction	58,975,017	—	—	58,975,017
Research, training and public service	38,789,843	—	—	38,789,843
Academic support	13,624,354	—	—	13,624,354
Student services	9,119,639	—	—	9,119,639
Auxiliary enterprises	21,451,921	—	—	21,451,921
Institutional support	25,786,049	—	—	25,786,049
TOTAL OPERATING EXPENSES	167,746,823	—	—	167,746,823
DECREASE IN NET ASSETS FROM OPERATIONS	(6,324,465)	—	—	(6,324,465)
NON-OPERATING ACTIVITIES				
Contributions	—	1,486,254	1,193,115	2,679,369
Investment return, net of amounts appropriated	(31,607,967)	—	—	(31,607,967)
Net change in fair value of derivative instruments	(3,787,308)	—	—	(3,787,308)
Investment return on funds held by bond trustees	37,284	—	—	37,284
Change in value of split-interest agreements	(12,954)	(77,763)	(260,822)	(351,539)
Pension and postretirement changes other than net periodic benefit costs	(11,125,593)	—	—	(11,125,593)
Redesignation of net assets	(43,045)	(131,433)	174,478	—
Net assets released from restrictions	2,029,903	(4,467,702)	—	(2,437,799)
INCREASE IN NET ASSETS	\$ (50,834,145)	(3,190,644)	1,106,771	(52,918,018)
NET ASSETS AT BEGINNING OF YEAR	132,810,809	12,769,700	74,440,342	220,020,851
NET ASSETS AT END OF YEAR	\$ 81,976,664	9,579,056	75,547,113	167,102,833

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