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## EYE ON PRACTICE

### DISMANTLING THE CRADLE-TO-PRISON PIPELINE

#### What is the Cradle-to-Prison Pipeline?

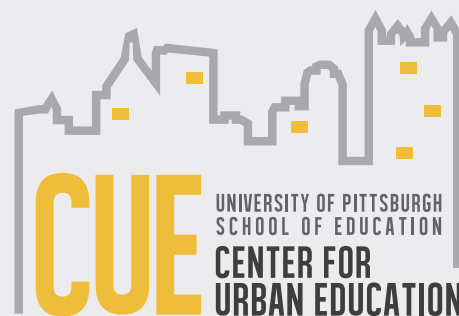
"Cradle-to-prison pipeline" (CTPP) is a term that explicitly acknowledges that some children are pushed toward incarceration from the moment they are born. Due to structural and societal challenges and barriers which produce inequity, racism, and other forms of discrimination, some groups of students are perpetually underserved in schools, resulting in incarceration.

[President Barack Obama's visit to a federal prison last summer](#) highlighted the importance of understanding and dismantling the CTPP in the United States. After touring an Oklahoma prison and meeting with inmates, the president stated, "I think we have a tendency sometimes to almost take for granted or think it's normal that so many young people end up in our criminal justice system. It's not normal. It's not what happens in other countries." Indeed, data demonstrate that the U.S. has the highest incarceration rate in the world, representing 5 percent of the world's population, but accounting for roughly a quarter of the world's prison population.

While such a significant portion of U.S. citizens are in jail, incarceration rates are not distributed equally across the population. The president went on to say, "In too many places, Black boys and Black men, and Latino boys and Latino men, experience being treated different under the law."

A Black male growing up in the U.S. faces one chance in three of going to prison in his lifetime, a Latino male has a 1-6 chance, and a White male a 1-17 chance.

Females exhibit a similar racially disproportionate distribution. A Black female growing up in the U.S. faces a 1-17 chance of going to prison in her lifetime; a Latina a 1-45 chance; a White female a 1-111 chance. According to the California Department of Education, disproportionality means that "there are more (or fewer) children from a particular group who are experiencing a given situation than we would expect, based on the group's



## MESSAGE FROM THE DIRECTOR

### VALUING BLACK & BROWN LIVES: DISRUPTING THE CRADLE-TO-PRISON PIPELINE

The Center for Urban Education focused this academic year on Disrupting the Cradle-to-Prison Pipeline. As an area of emphasis, we recognize that a wide range of people, programs, units, policies, and practices must be in place to address some of the most disturbing patterns we see in the death and incarceration of Black and Brown people. Data show that while people of color make up about 30 percent of the U.S. population, they account for roughly 60 percent of the prison population. Pennsylvania's current incarceration rates reflect such disparities – there is an over 9-1 ratio of African American/Black prisoners to White prisoners currently incarcerated. Similarly, the Brown/Latino American-to-White ratio in Pennsylvania is 5.6-to-1. And locally, in the Allegheny County Jail, half of the inmates are African American. What does it mean to live in country that perpetually incarcerates and kills Black and Brown bodies? What role must education play in addressing and redressing these trends? What factors contribute to and disrupt the prison pipeline? This issue is dedicated to capturing some of the work we have done and continue to pursue in the name of equity and in the spirit of positively transforming structures and systems for some of the most vulnerable.

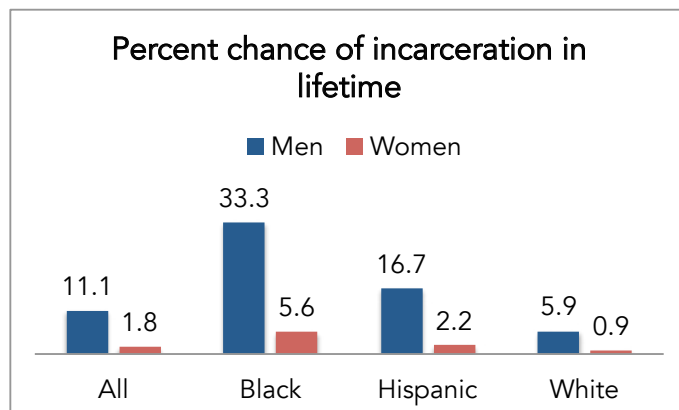
My father drove a forklift at General

Poverty further influences these statistics. Across gender, race, and ethnic group, those who are ultimately incarcerated earn substantially less prior to their incarceration than their peers who do not go to prison.

## What causes and sustains the cradle-to-prison pipeline?

While some of these disparities can be traced to policies that affect adults and older youth, the inequalities leading to incarceration start at a very early age. There is a clear connection between the early experiences of children living in poverty and children of color with the disparate incarceration rates among men and women living in poverty, and men and women of color.

The CTPP is a result of structural and societal factors affecting children of color, children living in poverty, children whose first language is not English, and those who may require special education services. Structural factors are the systemic aspects of our social systems – the institutions, policies, and practices that govern our society and, as such, influence what we can and cannot do. These structures may not be intentionally focused on funneling particular children into jails, but such is one of their outcomes. For example, state policies, not changes in crime rates, have been a primary driver of increased prison populations over the past two decades.



Research demonstrates that teachers tend to refer students of color to the office more for subjective infractions (such as being disrespectful) while White students are referred to the office for more objective ones (being tardy to class). These subjective decisions are not trivial and are influenced by society, especially because the majority of teachers are White and of middle class backgrounds, while student populations are increasingly diverse. In the 2011-2012 school year more than 80 percent of the teaching force was White, and more than 75 percent was female. By contrast, in 2012 White students made up 51 percent of the student population in the U.S., Black students 16 percent, and Latino students 24 percent.

## Causes of the Pipeline

Ten commonly cited structural, systemic, and societal factors appear frequently across research literature as factors contributing to the CTPP.

### 1. Funding disparities and inequities

Since 1986, growth in governmental funding for state corrections has far outpaced growth in education funding. In all but four states, differential school funding (such as flat rates that provide the same funding to all

## Message from the Director

Motors in Georgia for nearly 38 years. Later, he opened a janitorial business to supplement his retirement. He has never been one to talk over the phone for any extended period of time; but a few months ago, he called me and made a heartened request: “As you drive around in that ‘big city [Pittsburgh],’ you pay careful attention to your surroundings. Do not speed for any reason,” he said. “Obey all laws. Don’t cruise through stop signs,” he demanded. “And if, for any reason you are pulled over by a police officer – even if you have not broken any laws – do exactly what you are told. Don’t ask any questions. Just do what the officers say.” My father’s voice cracked as he shared the last components of his message to me. “Remember, you are a Black man! You have to remember that. And, son, you are going to bury me; I’m not going to have to bury you.”

I suspect my father had been watching a news segment or perhaps reading a newspaper article about some form of violence against or murder of unarmed Black men – Black bodies – committed by police throughout the United States. Or perhaps my dad was reflecting on any number of unfortunate encounters between police and Black men such as Michael Brown, Jr., Eric Garner, John Crawford III, Walter Scott, or Freddie Gray.

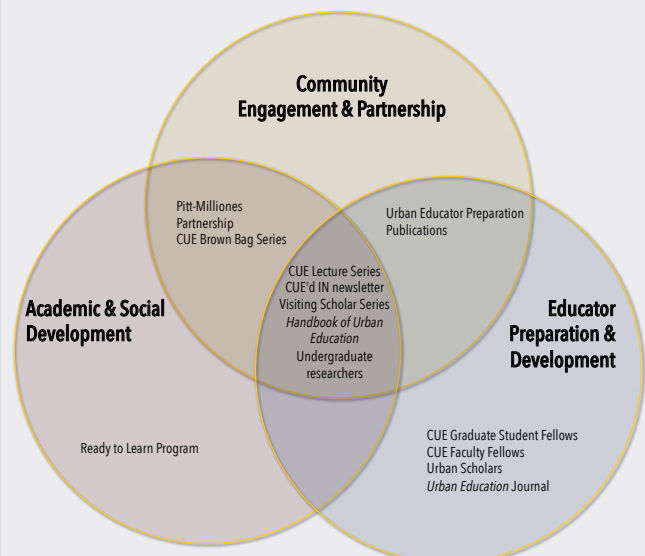
Indeed, my father and I have talked about the killings of unarmed Black men with intensified attention over the last few years. We talked extensively about the fact that I am still Black and male, and that my character, integrity, degree level, job status, and so forth could not shield me from phenotypes and colorism that can shape experiences and realities.

Violence against police officers is not the answer. The focus should not be on individual police, but on reforming and transforming policing systems, and working together to improve our society

The work is plentiful and our commitment to do our part in disrupting the cradle-to-prison pipeline is steadfast and unmovable. The diagram below describes our focal areas in the center: Educator Preparation and Development, Community Engagement and Partnership, Student Academic and Social Development.

I hope that you enjoy this issue, and most importantly, I am optimistic that after reading it, you will be compelled to join the fight against the cradle-to-prison pipeline for all our children!

**Dr. Rich Milner**, Director of the Center for Urban Education and Helen Faison Endowed Chair of Urban Education.



schools regardless of needs, and regressive funding models which provide less money to low-poverty schools) means the schools in high-poverty districts do not have sufficient funds to serve students.

## **2. Lack of geographic/contextual opportunity**

Children of color and children living in poverty face contextual barriers that limit parental job prospects and both their health and school performance. They include limited employment opportunities, poor transportation, hazardous environmental influences, housing instability, and limited access to nutrition and health care.

## **3. Unequal and inequitable access to services**

Children of color, children living in poverty, and their families have unequal and inequitable access to a myriad of services. These include high-quality prenatal, infant, and child health care, early childhood education, out-of-school childcare, well-resourced schools, and mental health care.

## **4. "Get tough" and "zero-tolerance" school policies**

*"I think we have a tendency sometimes to almost take for granted or think it's normal that so many young people end up in our criminal justice system. It's not normal. It's not what happens in other countries."*

*- President Barack Obama, July 17, 2015*

While policymakers purportedly want safe and productive schools, policies aimed at achieving these ends often fail and lead to disengagement, dropout, and expulsion – outcomes which share strong and direct correlations with future incarceration.

## **5. Subjective teacher and administration practices**

In addition to policies that explicitly dictate punishments or outcomes, subjective administration of other policies similarly handicaps the aforementioned groups of children through increased school discipline and referrals, increased referrals to special education, inadequate

access to appropriate special education, lower tracking/ability grouping, and fewer referrals to Gifted and Talented Education (GATE) and higher-level classes (AP/IB).

## **6. Low expectations by educators and other professionals**

Despite even the best intentions, educators are not immune to the implicit and explicit biases accompanying race and poverty. These biases carry over into one-on-one engagements between educators and their students.

## **7. Lack of educator preparation explicitly focused on social context**

Despite the connections to the CTPP associated with race and class, issues of race and poverty are overlooked in teacher training and professional development. Educators are seldom taught to understand and build on the historical context of a community and school, negotiate the sociopolitical landscape of their environments, develop partnerships with students' families and communities, or cultivate culturally relevant and responsive instructional materials and practices.

## **8. Unaddressed trauma**

Children of color, children living in poverty, and their families experience both recognizable and unrecognizable traumatic experiences which may manifest in "problem behavior" that may ultimately lead to incarceration. Both in and outside of schools, professionals need to be trained and made aware of the ways trauma emerges in and out of the classroom, and ways to identify and respond to the physical and emotional impacts of it.

## **9. Criminalization of school facilities**

Staffing schools with school resource officers and equipping school facilities with metal detectors contribute to the CTPP by leading to increased court appearances and ultimately jail, including police and security guards staffing schools, and alternative facilities designated for removing students from their home schools.

## **10. Unresponsive juvenile detention facilities**

Children who are disciplined through the juvenile justice system are more likely to end up in adult prisons, due in part to the lack of recourses and effective programming to rehabilitate youth in juvenile facilities. ■

The Center for Urban Education at the University of Pittsburgh's vision is to be a space of learning from and with students, educators, families, and community members in urban environments to positively transform educational opportunities, access, practices, and policies through knowledge dissemination.



# YEAR IN REVIEW



Pittsburgh Mayor Bill Peduto speaks at the PRIDE Report press conference.

## PRIDE PRESS CONFERENCE

April 14, 2016

Dr. Erika Gold Kestenber, CUE Associate Director of Educator Preparation and Development, joined Dr. Shannon Wanless, SEED Lab founder and CUE Faculty Fellow, Dr. Aisha White, Director of Ready Freddy: Pathways to Kindergarten Success at the University of Pittsburgh Office of Child Development, and Pathways outreach coordinator Medina Jackson, for a press conference to release "[Understanding PRIDE in Pittsburgh: Positive Racial Identity in Early Education](#)." Pittsburgh Mayor Bill Peduto attended the press conference to hear the report's finding and recommendations.



CUE postdoctoral fellows Maxine McKinney de Royston and Roderick L. Carey

## POSTDOC CUETALKS

April 19, 2016

Dozens turned out for a special session to learn about the transformative research, practice-centered initiatives and projects that our postdoctoral fellows, Roderick Carey, Abiola Farinde, Gretchen Givens Generett, and Maxine McKinney de Royston, facilitated during the 2015-16 academic year.



The inaugural edition of Postdoc CUETalks, held in the School of Education's Colloquium Room in April, 2016.

# THE CUE BROWN BAG SERIES

The CUE Brown Bags are a series of monthly lunch discussions designed to stimulate dialogue about pertinent issues in urban education and develop potential collaborations with an urban education focus.

## Sip & See

September 16, 2015

Faculty and graduate students shared their research with their peers in a casual environment.

## When Children First Recognize Race

October 15, 2015

Co-facilitated by Dr. Shannon Wanless, Assistant Professor, Department of Psychology in Education, and Jenn Briggs, doctoral student, Psychology in Education.

## Can We Say the N-Word? Exploring Psychological Safety During Race Talk

November 17, 2015

Co-facilitated by Dr. Ashley Woodson, Assistant Professor, Department of Instruction and Learning, and Jasmine Williams, doctoral student, Applied Developmental Psychology.



An overflow crowd packed the CUE conference room for the November Brown Bag session.

## School Culture Interventions That Support Racial Justice in School Discipline

February 9, 2016

Co-facilitated by Dr. James P. Huguley, Assistant Professor, School of Social Work, and Eric Keyere, doctoral student, School of Social Work.

## When the Pipeline Begins at the End: How Inadequate Education in Juvenile Facilities Perpetuates the School-to-Prison Pipeline

March 17, 2016

Facilitated by Chaz P. Arnett, JD, Visiting Assistant Professor, University of Pittsburgh School of Law.

## Suffering in Silence: Disrupting the Discourse on Gendered Discipline Disproportionality for Black Girls

April 21, 2016

Co-facilitated by Dr. Bettie Ray Butler, Assistant Professor of Urban Education, University of North Carolina at Charlotte, and Dr. Abiola Farinde, Postdoctoral Research Fellow, University of Pittsburgh Center for Urban Education.

# CUEtalks: THE CUE LECTURE SERIES

## You Can't Fix What You Don't Look At: Acknowledging Race in Disproportionality

**Dr. Russell Skiba**

Professor, Department of Counseling and Educational  
Psychology, Indiana University Bloomington

October 22, 2015

4 to 5:30 p.m.

The University Club

Even as we have confronted tragic events in communities from Ferguson, Mo., to Madison, Wis., inequities in school discipline persist across the country. In this presentation, Dr. Skiba used the recent work of the Discipline Disparities Research-to-Practice Collaborative to outline the current status of research and the need to abandon "race-neutral" policies in order to actively identify and challenge inequity in school discipline.



CUE Director Rich Milner (L) presents guest lecturer Russell Skiba with the event poster following Dr. Skiba's CUEtalk.



Dr. Skiba talks with CUE postdoctoral fellow Abiola Farinde before leading a lunchtime article study



Dr. Skiba talks with Pittsburgh Public School students following his CUEtalk



Dr. Skiba discusses disproportionality in school discipline before a crowd of more than 300 attendees



# THE CUE LECTURE SERIES

## Justice on Both Sides: Toward a Discourse of Restoration in Schools

### Dr. Maisha Winn

Susan J. Cellmer Distinguished Chair in English Education and Professor of Language and Literacy, University of Wisconsin, Madison

February 25, 2016

4 to 6 p.m.

The University Club

With disparities in school discipline falling sharply along racial lines, the practice of restorative justice has the potential to change the way we think about, plan and administer disciplinary measures in urban schools, using circle processes and case conferences to create boundary-crossing social networks for children and youth. Building on a program of research which examines the intersections of language, literacy and youth justice, Dr. Maisha Winn explored restorative justice using case studies from across the country.



Maisha Winn and CUE Director Rich Milner



Dr. Winn leads a discussion on her book, "Girl Time: Literacy, Justice, and the School-to-Prison Pipeline"



Maisha Winn discusses restorative justice during her CUEtalk



Maisha Winn (center right) with students from the CUE's Ready to Learn program



# COMMUNITY ENGAGEMENT & PARTNERSHIP

## REFLECTION INTO ACTION

### MOVING THE CONVERSATION FORWARD

At the Center for Urban Education, Reflection into Action discussions are designed to create strategies for advancing the ideas presented during our lecture series into actionable plans for improving our schools and communities. Like all of the work at CUE, Reflection into Action is designed to improve educational opportunities for all students throughout Pittsburgh and beyond.

Reflection into Action discussion bridges the gaps between theory and practice by connecting CUE with local schools, districts, student groups, and communities.



CUE's Gretchen Generett introduces student groups at Brashear High School

#### Fall Reflection into Action: Fixing Racial Disproportionality in Student Discipline

Woodland Hills High School  
October 26, 2015

The Fall Reflection into Action took place at Woodland Hills High School. Panelists reflected upon their work with discipline disparities in their work and audience members contributed possible next steps.

#### Spring Reflection into Action: Restorative Justice and The Future of School Discipline

Brashear High School  
February 29, 2016

The Spring Reflection into Action took place at Brashear High School. Brashear students representing five different leadership groups presented their interpretations of restorative justice practices in PPS. In collaboration with community members and university partners, actions to support restorative justice practices were suggested. ■



Woodland Hills High School students, teachers and administrators took part in fall's Reflection Into Action

During the 2015-16 academic year, the [CUE Lecture Series](#) hosted talks from Drs. Russell Skiba and Maisha Winn on disproportionality in school discipline, and restorative practices, respectively. Both speakers outlined how to improve educational opportunities for all students, made us reflect on how we interact with students every day, and realize how those interactions impact them. But reflection without action does not improve educational opportunities for students.

What new or revised actions must we take to better address racial disparities in the administration of school discipline in Southwestern Pennsylvania? What needs to be done to improve the implementation and practice of restorative justice in Pittsburgh Public Schools? What is our common work? How might we get that work done collectively?



CUE Director Rich Milner with Brashear High School students

# COMMUNITY ENGAGEMENT & PARTNERSHIP

## PARENT SPOTLIGHT: CHALLENGES OF ADVOCACY

BY MARIA SEARCY

Parenting is by far one of the greatest joys in life. But parent advocacy is stressful. It takes a lot of courage to be an effective advocate for children.

My daughter, Brett, was born premature at 27 weeks on Thanksgiving Day in 1998. She weighed just over 2 pounds and spent her first 70 precarious days in the hospital. On that dreary holiday morning, I became more than a mother – I became an advocate, navigating a myriad of shift-changing medical professionals in the neonatal intensive-care unit.

Eager to understand the dense medical jargon, I purchased several books on the care of preemies. When given the rare opportunity to consult with Brett's doctors, I was careful not to offend them with my questions. It was humiliating advocating for a shared space in Brett's care with doctors who I didn't feel considered me a part of it. Thankfully, after 45 days in the hospital, a more engaging doctor advised me to move her to Transitional Infant Care in another hospital. At TIC, I was completely involved in her care.

More challenges arose when Brett entered school in one of Pittsburgh's magnet programs. I encountered that same feeling of humiliation that occurred when I witnessed disparities between the treatment of black and white children. The educational, social and cultural inequities were evident, and the data was disheartening.

The school employed one black teacher/administrator, and less than one percent of its black students were enrolled in the school's gifted program. Moreover, being the only black parent at the Parent School Community Council meetings was incredibly isolating. By the time Brett entered fourth grade, my advocacy catapulted to a new level.

Within the next few years, I obtained state certification as a tutor, joined the school district's Equity Advisory Panel, became an A+ Schools Parent Ambassador, was elected committee woman in the 25th Ward and volunteered for the Title 1 State Parent Advisory Council (PA Department of Education). Those affiliations provided me the opportunity to gain knowledge and build key relationships. My aim was to further address racial disparities in the schools and district.

Fundamentally, the education of children should be a shared commitment between home and school. Building a healthy school community that is equitable for all students requires an intentional focus of the basic needs of families. Parents are important and should be included in the development of programs to strengthen their children's cultural and social development.

Sadly, ugly politics continue to play a huge role in the marginalization of parent and community advocates. We need courageous leaders, adequate support to struggling teachers and more connections between home and school. If it is desirable that parents be involved, supportive and engaged, those attributes should be facilitated – not hoped for. ■

*Maria Searcy is the mother of two students in the Pittsburgh Public Schools, and a volunteer, tutor, and activist for equity in and improvement of public education.*



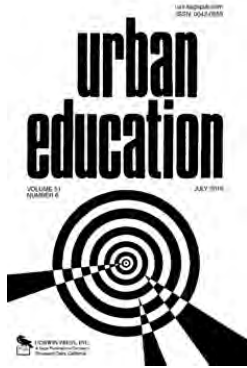
# EDUCATOR PREPARATION & DEVELOPMENT

## URBAN EDUCATION JOURNAL HIGHLIGHTS

[Urban Education](#) is an academic publication featuring thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives. It is published eight times annually by SAGE Publications, and supported by the University of Pittsburgh School of Education. Rich Milner currently serves as editor-in-chief.

In March of 2016, Urban Education published a two-part issue. "Sankofa: Looking back to move forward in critical race theory in education." Edited by Jamel K. Donnor, PhD, Adrienne D. Dixon, PhD, and Cynthia Rousseau Anderson, PhD, this special edition examined the 20-year history of critical race theory in education and explored possibilities for its future. "Sankofa" is a term in the Twi language of Ghana, meaning that in order to move forward, one must first reach back.

Urban Education also honored two exemplary contributors in 2016. Laura K. "Kris" Bosworth, PhD, of the University of Arizona, received the journal's Outstanding Reviewer Award, and Katrina Bartow Jacobs, PhD, of the University of Pittsburgh, received the Outstanding Service Award.



## WRITING RETREATS

Several times a year, CUE offers its [faculty and graduate fellows](#) the opportunity to review and revise their current writing during day-long writing retreats. Writing retreats involve both large group activity and small breakout sessions, and are designed to give researchers constructive peer feedback in an informal setting.



CUE Faculty Fellows Katrina Bartow Jacobs (L) and Ashley Woodson during a writing retreat

## CERTIFICATE PROGRAM

In classrooms across the United States, a cultural and racial divide exists between teachers, who are most often white, and a student population that continues to expand in diversity. This is especially true in Pittsburgh, where nearly 85 percent of public school teachers are white and more than 60 percent of students are of color.

The University of Pittsburgh's School of Education has launched a new certificate program to bridge such divisions. The Graduate School of Education Post-Baccalaureate Certificate of Advanced Study in Teaching with an Area of Concentration in Urban Education will provide training to strengthen classroom practices. Commencing classes in summer, 2016, the certificate program will be housed within Pitt's Department of Instruction and Learning and supported by the University's Center for Urban Education.

In addition to improving teacher-student dynamics across demographics, Pitt officials said that the certificate program will contribute to enhanced job satisfaction and marketability. H. Richard Milner IV, director of Pitt's Center for Urban Education, said that the potential for building relationships with students plays a significant role in professional satisfaction for most teachers. Additionally, Milner noted that teachers who can effectively nurture such relationships across racial and cultural lines and deepening their content knowledge and teaching skills, are more appealing to principals and potential employers.

"The University of Pittsburgh's School of Education is very excited about this new certificate program that will better equip Pitt graduates of all races and backgrounds to teach in urban settings, to garner more personal fulfillment from their work, and to increase their marketability in very competitive public education job markets across the country," said Milner. "The more knowledge and skills our graduates have about developing innovative, relevant, and responsive practices to identify and build on the many assets of students in urban environments, the better our chances that every child receives the kind of education he or she deserves."

Courses for the certificate program will cover a range of topics. Students will be given opportunities to engage in real-world learning experiences within Pittsburgh public schools to sharpen their teaching skills.

A 15-credit program, the certificate will be available to candidates who have earned a baccalaureate degree at an accredited institution and meet Pitt's minimal requirements for admission to graduate programs. A minimum undergraduate GPA of 3.0, a statement of purpose, and two letters of recommendation will also be required for consideration.

To learn more about the program, contact [cue@pitt.edu](mailto:cue@pitt.edu).

# EDUCATOR PREPARATION & DEVELOPMENT

## CUE SUMMER EDUCATOR FORUM

June 23-24 / 9 a.m. - 4 p.m.

Benedum Hall / University of Pittsburgh

The [Center for Urban Education's inaugural Summer Educator Forum](#) (CUESEF) provided a free professional learning experience for Pittsburgh and surrounding area teachers, geared toward building instructional practices to create more culturally responsive classrooms. On June 23rd and 24th, the CUESEF worked with groups of English Language Arts (ELA) and math middle and high school teachers (grades 6 - 12) from the city of Pittsburgh and neighboring districts for a dynamic, two-day professional learning experience.



Visiting scholar Dr. David Stinson leads a breakout for math teachers



Visiting scholar Dr. David Kirkland leads a breakout session for ELA teachers



Sisters and student panelists Brett and Chandler Searcy

Educators engaged with community thought leaders and some of our nation's leading experts to learn some of the most cutting-edge, research-driven pedagogies and practices for improving their classroom practices, and subsequently, student learning. Organized around the theme of "Culturally Responsive Education: Taking the Next Step," CUESEF invited teachers to engage in intensive workshops, panels, and conversations that drew links between their content areas and instructional practices.



Teachers share ideas during Day 2 of CUESEF



Teachers Katie Sukenik (L) and Christine Herring after completing CUESEF



# EDUCATOR PREPARATION & DEVELOPMENT

## CUE SUMMER EDUCATOR FORUM

### VISITING SCHOLARS

#### **Dr. David Kirkland**

Associate Professor,  
English Education at  
New York University

David Kirkland served as our keynote speaker and Day 1 ELA workshop leader. Kirkland is an educator, author and cultural critic who serves as the executive director of the NYU Metropolitan Center for Research on the Equity and the Transformation of Schools. He has organized youth empowerment and mentoring programs in Detroit, Chicago, and New York City, and has published work analyzing cultures, languages, and texts of urban youth using critical literary, ethnographic and sociolinguistic research methods to address questions of equity and social justice in education. He is the author of "Search Past Silence: The Literacy of Young Black Men."



#### **Dr. David Stinson**

Associate Professor  
of Middle and  
Secondary Education  
at Georgia State  
University

David Stinson led CUESEF's math workshops. His research interests include critical postmodern theory and identity, specifically exploring



how mathematics teachers, educators and researchers can incorporate the philosophical underpinnings of critical postmodern theory into pedagogical practices and research methods. He also examines how students who exist outside the White, Christian, heterosexual male bourgeois privilege accommodate, reconfigure or resist society's hegemonic discourses, specifically those found in the mathematics classroom. He is the author of "Teaching Mathematics for Social Justice."

#### **Dr. Gloria Boutte**

Professor,  
Department of  
Instruction and  
Teacher Education  
at the University of  
South Carolina

Gloria Boutte led workshops for ELA educators on Day 2 of CUESEF. For more than three decades, her scholarship, teaching, and service have focused on equity pedagogies and teaching for social justice. She has served as Department Chair and held a distinguished endowed chair for four years. Dr. Boutte is the author of "Educating African American Students: And how are the children," "Multicultural Education: Raising Consciousness," and "Resounding Voices: School Experiences of People From Diverse Ethnic Backgrounds." She is the founder of the statewide Center of Excellence for the Education and Equity of African American Students (CEEAAAS). She has presented her work on curriculum, instruction, and diversity issues in Colombia, China, Sierra Leone, Ghana, London, Zambia, Botswana, South Africa, Australia, South America, Jamaica, Mexico, New Zealand, Nigeria, and Canada. ■



Participants in the inaugural edition of the CUE Summer Educator Forum

# STUDENT ACADEMIC & SOCIAL DEVELOPMENT

## YOUTH ORGANIZING PROJECT

CUE Faculty Fellow Tom Akiva leads a Youth Organizing evaluation, a three-year project funded by the Heinz Endowments. CUE Associate Director of Research and Development Lori Delale-O'Connor and CUE Postdoctoral Fellow Roderick Carey are part of the project research that studies the implementation of youth empowerment organizing projects across eight sites in the Pittsburgh area. The sites, which include A+ Schools Teen Bloc, Amachi, Dreams of Home, and the Hill District Consensus Group, focus on a wide variety of social issues, but all have at their core a focus on engaging and empowering youth to organize around positive change. The mixed method evaluation includes in-depth interviews and focus groups with program leadership and youth, as well as surveys and systematic observation of youth activities and engagement.

The research team produced their first report, [Akiva, T., Cross, A.B., Delale-O'Connor, L., Carey, R. & Brier, K. \(2015\). Youth-led social change in Pittsburgh: Evaluation of the Heinz Endowments Youth Organizing Initiative, Year 1. Pittsburgh, PA: University of Pittsburgh and will continue to assess the implementation and associated outcomes of the project through 2018.](#)

## LEARN AND EARN SUMMER YOUTH EMPLOYMENT

Research suggests that engaging in paid employment is likely to have a positive influence on youth. The City of Pittsburgh and Allegheny County worked to build on this understanding and offer meaningful work experiences to youth through the Learn and Earn Summer Youth Employment Program, a summer employment and job training program for young people ages 14-21. In summer 2015, Learn and Earn served nearly 2,000 youth, the majority of whom identified as African American and lived in high poverty neighborhoods. A research team led by CUE Faculty Fellow Tom Akiva and Associate Director for Research and Development Lori Delale-O'Connor conducted an evaluation to better understand the program from the perspective of participating youth and adults. As a program, Learn and Earn strives to provide youth with the opportunity to explore diverse career paths, gain valuable experience and work-readiness skills, and build professional relationships. Through their evaluation, the research team found that the majority of participating youth and adults were satisfied with the program, and youth learned critical work force skills, such as communication, timeliness, and responsibility.

More details can be found at [Akiva, T., DeMand, A., Delale-O'Connor, L., Galletta Horner, C., McNamara, A., & Kehoe, S. \(2016\). Evaluation of the 2015 Pittsburgh Learn and Earn Summer Youth Employment Program. Pittsburgh, PA: University of Pittsburgh.](#)

## THE RACE AND EARLY CHILDHOOD COLLABORATIVE

United by a mutual interest in the role race and racial identity plays in early childhood, the Office of Child Development, the Center for Urban Education, and the Supporting Early Education and Development (SEED) Lab within the University of Pittsburgh School of Education formed The Race and Early Childhood Collaborative. This year, the Race and Early Childhood Collaborative completed a multidimensional environmental scan to



Erika Gold Kestenberg, Medina Jackson, Shannon Wanless and Aisha White appear on WESA-FM to discuss the PRIDE in Pittsburgh report

understand the prevalence of positive racial identity development in early education. Drawing from focus group and survey data, the scan focused on teacher, parent, and other key informant awareness of the benefits, quality and availability of existing interventions and current policy around positive racial identity development. The findings in the resulting report, [Understanding Early Racial Identity Development in Pittsburgh](#), indicate that racial identity for young children is an urgent concern and more resources are needed to support positive racial identity among young children. ■



# STUDENT ACADEMIC & SOCIAL DEVELOPMENT

## READY TO LEARN



Ready to Learn mentors and scholars at the fall program kickoff party

The Center for Urban Education's Ready to Learn program (RTL) is a two-year tutoring and mentoring initiative and empirical study. It connects University of Pittsburgh undergraduates with middle and high school students at Pittsburgh University Preparatory School at Margaret Millions (Millions UPrep) to provide the high school students with experiences that support their academic progress in mathematics and English language arts, as well as social skill development. In addition, RTL Pitt mentors and Millions UPrep scholars participate in social events and activities at the University of Pittsburgh around the Pittsburgh area in order to serve the community and gain exposure to diverse environments.



RTL mentors in seminar training

In designing the Ready to Learn program, the RTL leadership team examined the best research in the field and concluded that to effectively tutor and mentor

Millions UPrep scholars, the Pitt scholars must complete seminar-training sessions each semester to build knowledge in five areas: 1) urban context, 2) pedagogy, 3) mentoring and tutoring (e.g., mathematics, English, financial literacy, life skills, and study skills), 4) Research (action research), and 5) arts and technology. In addition, RTL Millions UPrep scholars must also gain knowledge and skills in the following program competencies: 1) mathematics 2) English language arts, 2) arts and technology, 3) study skills, 4) life skills, and financial literacy.

As a capstone project, the RTL Pitt scholars conduct an action research project and create an art-focused technological resource, with the assistance of their Millions UPrep scholar, that further the academic and social progression of their Millions UPrep mentees.

## READY TO LEARN SUMMER ACADEMY

The purpose of the RTL Summer Academy is to combat summer learning loss, where students' learning declines due to lack of academic engagement over the summer months. The RTL



Program manager Abiola Farinde at the RTL kickoff party

Summer Academy was open to all RTL Millions UPrep students and was held at Pitt's School of Education and the Falk School. The RTL leadership team purposefully held the summer academy on the University of Pittsburgh campus to promote a sense of student connection to the university. In the summer program, sophomores received mathematics and English enrichment, as well as actively engaged in summer program activities.

## 2015-16 SCHOOL YEAR

Since the beginning of the program, scholars have engaged in critical work. Scholars have forged positive, culturally responsive, mentor-mentee relationships, and tutoring and mentoring sessions have been academically driven. Further, the RTL leadership team has systematically studied the program's development to improve the program's effectiveness and better meet the needs of our students, and presented its findings at the 2016 annual meeting of the American Educational Research Association. ■



The 2015-16 Ready to Learn Mentors



### HONORING STUDENT VOICES

One of the Center for Urban Education's focal areas concentrates on student academic and social development. The Ready to Learn program is one of the projects through which we facilitate that development among students. In this section we hear from both an RTL Pitt mentor and a tenth-grade RTL scholar at Margaret Millionses at University Preparatory School. We recognize the importance of learning more about students' realities through listening to their voices.

#### EMMA FEYLER



I'm from Philadelphia, and I'm currently a junior at Pitt. I'd say that I'm hard-working and passionate about what I do and what I think is important. I'm a double major, studying Linguistics and Urban Studies, and most things about language and urban education interest me. I'm particularly interested in language variation in the classroom and what that means for literacy and learning. Specifically, I'm interested in how language plays a role in student learning, and in how educators,

can capitalize on children's prior knowledge to help them learn, and provide them with the tools they need to reach their very highest potential.

I chose to participate in RTL because I saw an opportunity to learn a lot about an issue that I'm really passionate about. I attended a public high school in South Philadelphia, and during that time, the school district was going through a lot of change and turmoil.

Everything was cut. We didn't have a nurse, a librarian, or even toilet paper. My teachers had to pay for paper if they wanted more than one ream. That was when I became passionate about public education. When I heard about RTL, I thought it sounded like a

really great opportunity to learn more. There's only so much you can learn in the abstract, right? Eventually what it comes down to is learning as you actually work. RTL provided me with a space to do both types of learning.

My relationship with my mentees has been incredible. It is easily my favorite part of the program. Over the past year-and-a-half, my mentees have really opened up and let me get to know them. There is a strong sense of mutual respect in our relationships,

*"Of course I want them to get good grades and graduate high school with a plan, but I think the most important goal is that our mentees believe in themselves, in their intelligence and in their abilities."*

which I think has really allowed us to become closer.

My relationships with my mentees have been incredibly rewarding. I remember at the beginning, they sat quietly and did their homework. Then, when they got a little more comfortable, they started pushing the limits; they were just being teenagers, but slowly it grew into the give-and-take of a real relationship. When we really started to respect each other and our relationship, that was when we made real progress, I think.

It took a while for us to get where we are, though. I value friendships and relationships above most other things, which is partly why RTL has been a



## STUDENT ACADEMIC & SOCIAL DEVELOPMENT

great experience for me.

My primary hope for this program is that our mentees come out of it feeling supported and confident. Of course I want them to get good grades and graduate high school with a plan, but I think the most important goal is that our mentees believe in themselves, in their intelligence, and in their abilities. I think all of us mentors have too often heard our kids say, "I can't do that, it's too hard," or "I'm not smart enough for this," or other things that put down their intelligence. My hope is that RTL helps them see their brilliance and potential, because it's already there, they already have it. I'm not making these kids smarter or better - they are already brilliant. I hope RTL has shown them that.

### DAQWAN LEE

I am a nice person and easy to get along with. I'm not



judgmental. I also want to be thought of that way - as a person who's funny, respectful and can make anyone laugh. I think to be successful, you need the right mindset, and so you can know

exactly what you want to do and how you're going to do it. Then, you need confidence so that you always believe in yourself. Never say you can't do something. Finally, you need to have good work ethic to be sure that you are able to actually do what you say you want to do.

I find language classes to be fun. The more you know how to talk and communicate in other languages, the more you can talk to other people in different parts of the world. We actually had people who are from other cultures come, and we communicated with them. They knew what we were trying to say even though they didn't totally understand it, but it was just cool that we communicated with them. That was interesting. I learned that there are lots of different people out there, and we should all learn how to communicate better with others.

I enjoy math. It has been my favorite subject since, like, the third grade. I mean, I found it difficult, but the more I learned and understood, the more I wanted to keep doing it. I started to think, "hey this is cool," and I wanted to be the best I could at it. It's not easy, but it's fun to me. I would like to attend college at Temple University. I want to be a mechanical

engineer.

My uncle was an engineer and he helped build and fix things. I like building and working on things like cars. You need math to be

able to do that stuff.

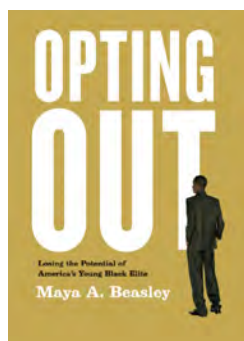
I remember when I saw the letter for the RTL program; I thought I really wanted to take advantage of that. I liked that I was chosen from of all the students who

*"I found [math] difficult, but the more I learned and understood, the more I wanted to keep doing it. I want to be a mechanical engineer. I like building and working on things... You need math to be able to do that stuff."*

applied from my school, and I was like, "they chose me." It felt good. I enjoy getting to interact with college students. They also help us with school stuff, and they keep us positive and focused on college. I like learning about them - not just where they are from, but personally, and how we might see things differently. That's important for them to know what our goals are. Knowing those things is important if someone is trying to help you out. I hope that our mentors also get something out of the program too, just knowing more about us and where we're from. ■

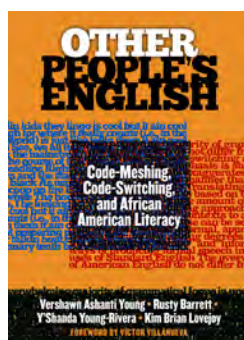
# 15 MUST-READ TITLES IN URBAN EDUCATION

As the field of urban education has grown and effective policies, programs, and practices have increasingly been identified, a number of books are instrumental in conceptualizing the challenges and solutions to problems related to urban education. This section is dedicated to highlighting books that help shape what is known about urban education and ways to improve policies, practices, and programs that have a real bearing on student, teacher, administrator, and community success. The Center for Urban Education hopes that readers will add these books to their libraries to enhance their knowledge about improving urban schools, education, and communities.



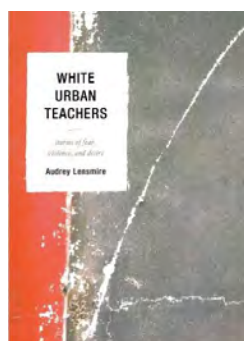
**Opting Out: Losing the Potential of America's Young Black Elite**  
Maya A. Beasley

Explores racial disparity in the highest-paying occupations by looking at why some adequately equipped black undergraduates pursue lower-paying, lower-status careers.



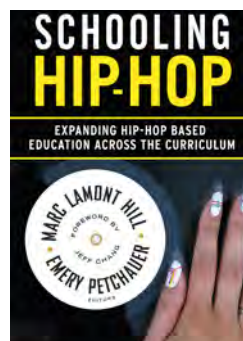
**Other People's English: Code-Meshing, Code-Switching, and African American Literacy**  
Vershawn A. Young, Rusty Barrett, Y'shanda Young-Rivera, and Kim B. Lovejoy

Argues for a new approach to teaching culturally diverse students in the English Language Arts classroom through "code-meshing" in order to build on students' current linguistic and literacy abilities.



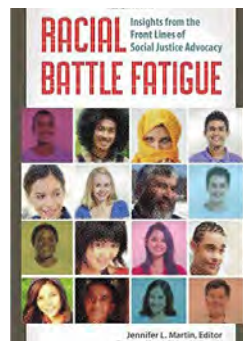
**White Urban Teachers: Stories of Fear, Violence, and Desire**  
Audrey Lensmire

Investigates the lives of White teachers who serve students of Color and range of complexities related to race and whiteness.



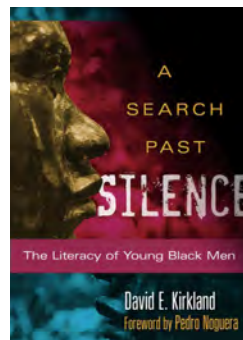
**Schooling Hip-hop: Expanding Hip-hop Based Education Across the Curriculum**  
Emery Petchauer

Deconstructing theory and practice of hip-hop education, this text contemplates the curricular characteristics of hip-hop, such as improvisational freestyling and competitive battling, to shape teaching and learning.



**Racial Battle Fatigue: Insights from the Front Lines of Social Justice Advocacy**  
Jennifer L. Martin

Touching on equity issues in race, class, age, sexual orientation, and disability, the authors acknowledge the contributions of previous generations, describes current challenges, and appeals to readers to join the struggle, all through a series of compelling narratives.



**A Search Past Silence: The Literacy of Young Black Men**  
David E. Kirkland

Focusing on language, literacy, race, and masculinity, the author stresses that educators need to listen to and understand the voices of Black youth.

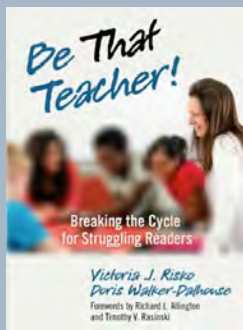


**Educating African American Students: And How Are the Children?**  
Gloria S. Boutte

This teacher-friendly text highlights case studies of effective teachers using culturally relevant practices to teach African American students.

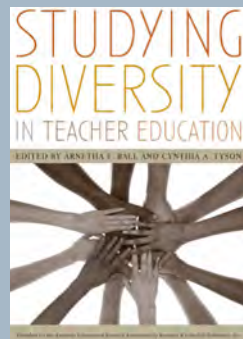


# 15 MUST-READ TITLES IN URBAN EDUCATION



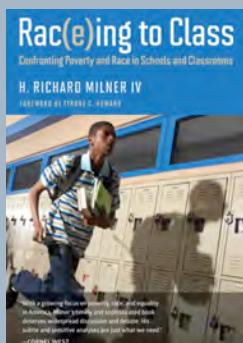
**Be That Teacher! Breaking the Cycle for Struggling Readers**  
Victoria J. Risko and Doris Walker-Dalhousie

Focuses on how teachers can provide effective instruction by individualizing their approaches to meet the specific needs of struggling readers who share differences culturally, linguistically, and academically.



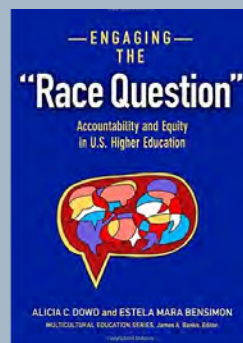
**Studying Diversity in Teacher Education**  
Arneitha F. Ball and Cynthia A. Tyson

This volume centers on diversity for research and practice in teacher education, historically, presently, and futuristically, in order to clarify complex issues.



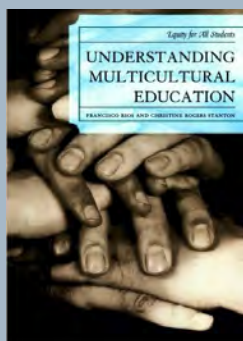
**Rac(e)ing to Class**  
H. Richard Milner IV

Provides educators with tools to teach all children, especially those living below the poverty line.



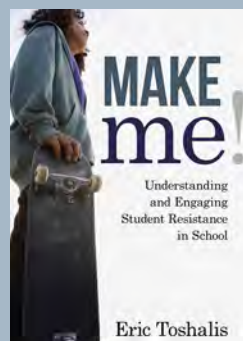
**Engaging the "Race Question": Accountability and Equity in U.S. Higher Education**  
Alicia C. Dowd and Estella M. Bensimon

Illustrating disparities in higher education participation, persistence, and completion among racially and ethnically diverse students, this text equips educators to actively engage in effective racial equity work.



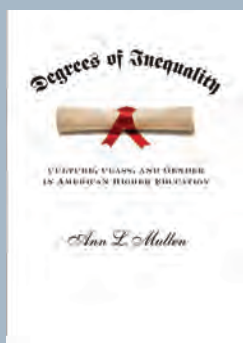
**Understanding Multicultural Education: Equity for All Students**  
Christine A. Rogers and Francisco A. Rios

Aims to simplify the complex nature of Multicultural Education to be readily accessible for a range of interested stakeholders.



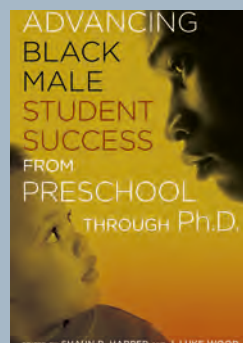
**Make Me!: Understanding and Engaging Student Resistance in School**  
Eric Toshalis

Contends that student resistance can be better understood through an examination from multiple perspectives to reshape educators' efforts in teaching their students.



**Degrees of Inequality: Culture, Class, and Gender in American Higher Education**  
Ann L. Mullen

Analyzes the ways in which higher education promotes institutional inequity for students from racially and socioeconomically diverse backgrounds.



**Advancing Black Male Student Success From Preschool Through Ph.D.**  
Shaun R. Harper and J. Luke Wood

Portraits of Black male students across the continuum of education, from preschool to the doctorate level, providing statistics at each level to support Black males.

# FACULTY AND STAFF



In April, 2015, CUE Director **Rich Milner's** new book, *Rac(e)ing to Class: Confronting Poverty and Race in Schools*, was published by Harvard Education Press. The American Educational Research Association (AERA) included Dr. Milner in its new class of fellows for 2016. Dr. Milner was inducted during AERA's annual meeting in Washington, D.C., where he also received the John Dewey Society Award for Outstanding Achievement. [rmilner@pitt.edu](mailto:rmilner@pitt.edu)



**Lori Delale-O'Connor** continues in her role as CUE's associate director of research and development, which she assumed in 2014. In addition to her continued teaching and research efforts, she also served as the keynote speaker at the edcampPGH unconference and as a panelist during Remake Learning Days' Salon on Equity in Education. [loridoc@pitt.edu](mailto:loridoc@pitt.edu)



**Erika Gold Kestenberg** serves as CUE's associate director of educator development and practice. This year, she represented CUE in its collaboration with the Office of Child Development and The SEED Lab on the Understanding PRIDE in Pittsburgh report, became the coordinator of the Urban Scholars Program, was the primary coordinator of the center's efforts to establish the post-baccalaureate Certificate in Urban Education, and led the Intergroup Dialogue Collaborative. [erikagk@pitt.edu](mailto:erikagk@pitt.edu)



**Gretchen Givens Generett** joined CUE for the 2015-16 academic year as its community partnerships fellow-in-residence, on leave from her position as associate professor in the Department of Educational Foundations and Leadership in the School of Education at Duquesne University. She is a graduate of Spelman College and the University of North Carolina at Chapel Hill. Her scholarly work stems from her passion for breaking down barriers to successfully teach diverse student populations, along with evaluating and developing tools for

effectively serving students of color. [generett@pitt.edu](mailto:generett@pitt.edu)



After serving as CUE's first postdoctoral research fellow, **Abiola Farinde** will stay with the center next year as a visiting assistant professor and manager of Ready to Learn, a tutoring and mentoring initiative that connects University of Pittsburgh students with Pittsburgh Public School students to provide the latter with experiences that support their academic and social skill development. She earned her PhD in Curriculum and Instruction from the University of North

Carolina at Charlotte. Her research interests are the educational experiences of Black women and girls, teacher retention, and urban teacher education. [afarinde@pitt.edu](mailto:afarinde@pitt.edu)



**Roderick L. Carey** joined CUE this year as a postdoctoral research fellow. He earned a Ph.D. in Curriculum and Instruction from the department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park, where he specialized in Minority and Urban Education. His current work explores the influence of family, school, and out-of-school time activities on the college and other future ambitions of Black and Latino adolescents in urban contexts. [rlc93pitt.edu](mailto:rlc93pitt.edu)



of race and poverty. [mroyston@pitt.edu](mailto:mroyston@pitt.edu)

**Maxine McKinney de Royston** spent the 2015-16 academic year with CUE as a Ford Foundation Postdoctoral Fellow. She earned a PhD in Education from the University of California, Berkeley. Her research focuses on the linkages between race, identity and learning, with a focus on mathematics and science classrooms and predominantly African-American learning environments. Her current project is a comparative analysis of how schools and teachers conceptualize and respond to issues



A 2015 PhD graduate of Pitt's School of Education, **Heather B. Cunningham** now serves as a part-time faculty instructor through CUE. Her dissertation research examined what pre-service teachers say they learned about intercultural competence in a K-12 international school that can help them support students in U.S. urban settings. Her work at CUE focuses on creating professional development for K-12 teachers and tutors working in urban settings. [hcunningham@pitt.edu](mailto:hcunningham@pitt.edu)



**Adam Alvarez** is a doctoral student and K. Leroy Irvis Fellow in the Social and Comparative Analysis in Education program, and assistant manager of the Ready to Learn Program. Among his recent publications is a solo-authored paper that was recently accepted for publication in *Equity and Excellence in Education*. His work focuses on sociological factors that influence inequity, and how schools and educators identify and respond to students in urban settings who experience trauma. [aja49@pitt.edu](mailto:aja49@pitt.edu)



**Ira Murray** is a doctoral student and K. Leroy Irvis Fellow in the School of Education, and a graduate research and teaching associate. His research focuses on outside-of-school experiences of youth in urban contexts that contribute to their social, political, and educational development. His recent paper, "Not as Much as It Should Be: How Community-Based Outside of School Time Programs Attend to Black Male Sociopolitical Development," was awarded the 2015 Doctoral Student Paper Award from the Center on Race and Social Problems. [iem3@pitt.edu](mailto:iem3@pitt.edu)



**Amy Snickenger** joined CUE as its new center administrator in the fall of 2015. Previously, she worked as an assistant testing coordinator and mathematics aide at a charter high school in Detroit, where she also served as an assistant varsity softball coach, mentor for the FIRST Robotics team, and the class of 2015 senior moderator. She is a graduate of Colby College. [amy.snickenger@pitt.edu](mailto:amy.snickenger@pitt.edu)



**Matthew Wein** became CUE's first media arts and communications coordinator in summer of 2015 after more than 10 years working as a writer, reporter, editor, and media consultant. He holds a bachelor's in History from the University of Pittsburgh and a Master's in Library Science from Clarion University. [wein.matthew@pitt.edu](mailto:wein.matthew@pitt.edu)



# FACULTY AND STAFF NEWS

## 2015-16 CUE FELLOWS

To foster a community of interdisciplinary scholars engaged in urban education research, theory, policy, and practice, the Center for Urban Education offers faculty and graduate students the opportunity to apply to become CUE Fellows. CUE affiliation provides fellows with the opportunity to build collaborative research projects, share and discuss issues and solutions in urban education, and showcase research and development projects. CUE is proud to recognize its Faculty and Graduate Student Fellows. To learn ore about becoming a CUE fellow, contact [cue@pitt.edu](mailto:cue@pitt.edu).



### FACULTY FELLOWS

TOM AKIVA, PSYCHOLOGY IN EDUCATION  
HEATHER BACHMAN, PSYCHOLOGY IN EDUCATION  
WILLIAM BICKEL, ADMINISTRATIVE AND POLICY STUDIES, EMERITUS  
MARIO BROWNE, HEALTH SCIENCES  
TRISH CRAWFORD, INSTRUCTION AND LEARNING  
LINDA DEANGELO, ADMINISTRATIVE AND POLICY STUDIES  
ELLICE FORMAN, INSTRUCTION AND LEARNING  
GINA GARCIA, ADMINISTRATIVE AND POLICY STUDIES  
AMANDA GODLEY, INSTRUCTION AND LEARNING  
MICHAEL GUNZENHAUSER, ADMINISTRATIVE AND POLICY STUDIES  
JENNIFER IRITI, LEARNING RESEARCH AND DEVELOPMENT CENTER (LRDC)  
KATRINA BARTOW JACOBS, INSTRUCTION AND LEARNING  
SEAN KELLY, ADMINISTRATIVE AND POLICY STUDIES  
MARY MARGARET KERR, ADMINISTRATIVE AND POLICY STUDIES  
LINDSAY CLARE MATSUMURA, LRDC/LEARNING SCIENCES AND POLICY  
JASON MENDEZ, ADMINISTRATIVE AND POLICY STUDIES  
CHUCK MUNTER, INSTRUCTION AND LEARNING  
BARBARA KIMES MYERS, INSTRUCTION AND LEARNING  
AMBER PABON, INSTRUCTION AND LEARNING  
MAUREEN PORTER, ADMINISTRATIVE AND POLICY STUDIES  
MICHELE REID, AFRICANA STUDIES  
RACHEL ROBERTSTON, INSTRUCTION AND LEARNING  
LAURA ROOP, INSTRUCTION AND LEARNING  
VERONICA SARDEGNA, INSTRUCTION AND LEARNING  
MICHELLE SOBOLAK, INSTRUCTION AND LEARNING  
JOHN WALLACE JR., SCHOOL OF SOCIAL WORK  
TANNER WALLACE, PSYCHOLOGY IN EDUCATION  
SHANNON WANLESS, PSYCHOLOGY IN EDUCATION  
ASHLEY WOODSON, INSTRUCTION AND LEARNING  
CAROL WOOTEN, ADMINISTRATIVE AND POLICY STUDIES

### GRADUATE STUDENT FELLOWS

SARAH AMANFU, ADMINISTRATIVE AND POLICY STUDIES  
CHRISTINA ASHWIN, INSTRUCTION AND LEARNING  
KATE BOWERS, ADMINISTRATIVE AND POLICY STUDIES  
KAITLYN BRENNAN, INSTRUCTION AND LEARNING  
JENNIFER BRIGGS, PSYCHOLOGY IN EDUCATION  
LORETTA FERNANDEZ, INSTRUCTION AND LEARNING  
CARA HAINES, INSTRUCTION AND LEARNING  
LISANNE HUDSON, ADMINISTRATIVE AND POLICY STUDIES  
ZULIAKHA JONES, PSYCHOLOGY IN EDUCATION  
STACY KEHOE, LEARNING SCIENCES AND POLICY  
QIANA LACHAUD, ADMINISTRATIVE AND POLICY STUDIES  
DANIELLE LOWRY, ADMINISTRATIVE AND POLICY STUDIES  
OSCAR MEDINA, ADMINISTRATIVE AND POLICY STUDIES  
MONICA NAVARRO, LEARNING SCIENCES AND POLICY  
OSCAR PATRON, ADMINISTRATIVE AND POLICY STUDIES  
JANARD PENDLETON, ADMINISTRATIVE AND POLICY STUDIES  
ANTONIO QUARTERMAN, ADMINISTRATIVE AND POLICY STUDIES  
JENESIS RAMIREZ, ADMINISTRATIVE AND POLICY STUDIES  
RUTHIE REA, ADMINISTRATIVE AND POLICY STUDIES  
CALLI SHEKELL, INSTRUCTION AND LEARNING  
MAGGIE SIKORA, ADMINISTRATIVE AND POLICY STUDIES  
PAUL DAVID SPRADLEY, ADMINISTRATIVE AND POLICY STUDIES  
LAURA STELITANO, LEARNING SCIENCES AND POLICY  
HERSHAWNA TURNER, ADMINISTRATIVE AND POLICY STUDIES  
JASMINE WILLIAMS, PSYCHOLOGY IN EDUCATION  
SHENGJUN YIN, ADMINISTRATIVE AND POLICY STUDIES

### POSTDOCTORAL FELLOW

TUESDA ROBERTS, INSTRUCTION AND LEARNING

# ACKNOWLEDGMENTS

## DEAN ALAN LESGOLD

The Center for Urban Education would not exist without School of Education Dean Alan Lesgold, who retired from his position at the end of the 2015-16 academic year. We at CUE are eternally grateful to Dean Lesgold for his vision, leadership, guidance and passion. His legacy of commitment to improving students' life chances and educational experiences is admirable. We wish Dean Lesgold a long, happy, and healthy retirement.



School of Education Dean Alan Lesgold with some of the CUE team

## DONOR SPOTLIGHT

CUE is grateful for the support of its donors, including the Heinz Endowments, The McGrevin Family Fund, Renee and Richard Goldman, Robert T. and Judith A. Law, Neighborhood Allies, The Year of the Humanities in the University, and the Pitt Alumni Association. We're also grateful to the 125 unique donors who contributed to our EngagePitt campaign in helping fund the Ready to Learn Program. If you would like to contribute to CUE's work, please contact Michael Haas, director of constituent relations, School of Education, at [mbh26@pitt.edu](mailto:mbh26@pitt.edu) or Lori Delale-O'Connor, associate director of research and development, Center for Urban Education, at [loridoc@pitt.edu](mailto:loridoc@pitt.edu).

## THE HEINZ ENDOWMENTS



the year of the  
**HUMANITIES**  
IN THE UNIVERSITY

**PITT**  
ALUMNI ASSOCIATION

NEIGHBORHOOD **ALLIES**

## THE LESGOLD AWARDS

CUE presents the Lesgold Award for Excellence in Urban Education in recognition of an individual, organization, or initiative emphasizing, advancing, or supporting the work of urban education. CUE applauds trailblazers — locally, regionally, and nationally — who are committed to improving educational experiences and opportunities for those in urban schools, districts, and communities. The award, which began in 2014, is named for Alan Lesgold, former dean of the School of Education.

### FALL 2015 HONOREES

#### Dean Larry Davis

As Donald M. Henderson Professor and Dean at the University of Pittsburgh School of Social Work and Director of the [Center on Race and Social Problems](#) (CRSP), Larry Davis has engaged the University community and the Pittsburgh region in conversations about educational disparities. Education is one of the center's seven areas of focus, and has taken a central role in its activities. In 2010, the center hosted the largest race conference ever held in the U.S., with focuses on school suspensions and the achievement gap. The center also hosts a speaker series that attracts a wide community audience.



CRSP has also hosted summer institutes which focus on Black Male Education: African American Parental Involvement in Public Education, and Racial and Ethnic Disproportionality in School Discipline.

For the past three years, the center has partnered with the Heinz Endowments' African American Men and Boys Initiative to host a series of one-day summits on reducing the Black-White achievement gap.

#### Mr. Malcolm Thomas

With more than two decades of experience in education and 17 years working for and with the Pittsburgh Public Schools, Malcolm Thomas has dedicated his life to developing innovative ways of dealing with issues of violence, anger, trauma, addiction, depression, anxiety, stress, and poor self-image. His experience in urban education began with the Hill House Association Young Mothers and Young Fathers Program as lead instructor and Mentoring Program Coordinator, and he has worked with organizations including Rites of Passage, Mercy Health Systems, and the National Council for Urban Peace and Justice. He is known for using racial identity and culture as tools for optimizing wellness and performance, while integrating music, journaling, poetry, drama, movement, and group work to promote holistic student development.



He is the Director of the [Sankofa Leadership Institute](#) and a member of the African American Men and Boys Task Force Advisory Board, both of which aim at building capacity of

Continued on page 20 ►



Black men and boys across the region.

As a sought after trainer and presenter, he works closely with his wife, lasia, and several other initiatives including We Promise, Office of College and Career Readiness, HDEC and Office of Equity to fight for quality education and life preparation for all urban students.

## SPRING 2016 HONOREES

### Dr. Linda Lane

Linda S. Lane, Ed.D. served as superintendent of the [Pittsburgh Public Schools](#) from December, 2010 through June, 2016. Her previous experience as an educator was in the Des Moines Public Schools, Des Moines, Iowa.

She obtained a bachelor's degree in education from the University of Iowa and a master's in education administration, as well as, an educational specialist degree, from Drake University, where she later earned her PhD.

In 1971, Dr. Lane began her career as an elementary school teacher in Iowa City Public Schools. Four years later, she began as a teacher in the Des Moines Public Schools, later serving various roles, including executive director of human resources, chief operating officer and deputy superintendent.

Dr. Lane graduated from the Broad Superintendent's Academy in 2003. She joined Pittsburgh Public Schools as deputy superintendent in 2007 and served in that role for three years prior to being named superintendent.



### Dr. Jerome Taylor

Jerome Taylor completed his undergraduate education at the University of Denver and his PhD at Indiana University of Bloomington. In graduate school, his research focused on examining how population density affects neurochemistry.

He was awarded a fellowship for postdoctoral training in child and adolescent psychology at the Menninger Clinic of Topeka, Kansas, and he has served as director of the Clinical Psychology Center, chair of the Graduate Program in Social Psychology, and founder and director of the Institute for the Black Family here at Pitt, where he has held faculty appointments in Psychology and Education, and in 2010, he was appointed the chair of the [Department of Africana Studies](#).

Former President Bill Clinton wrote a letter of commendation in recognition of Dr. Taylor's scholarly and service contributions to family, community, and society. Dr. Taylor also has contributed ideas and documents on educational justice to President Obama's White House Initiative on Educational Excellence for African Americans.



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