Perspectives on the Maryland Institute for Minority Achievement and Urban Education: An Introductory Message from the new MIMAUE Executive Director

Dr. Stephanie Timmons Brown

The Need for the Institute

Since its inception in 2001, the Maryland Institute for Minority Achievement and Urban Education (the Institute)—founded and directed by Professor and Associate Dean Martin L. Johnson—has worked towards its goals to coordinate and implement research-based K-12 outreach and to create a collection of meaningful and relevant research about minority students and how to improve their academic performance. Many of these efforts have influenced the University of Maryland’s College of Education and its programming. Other efforts have consisted of developing partnerships with local schools and throughout the state and nation, giving particular attention to students in greatest need of academic and community support, namely African American and Latino students.

Based on state standardized test scores, there is compelling evidence to suggest that minority students, their parents, and their teachers need a significant amount of the outreach and technical assistance services such as those provided by the Institute. Maryland standardized test scores show that significant achievement gaps exist between students who are African American or Latino and Asian and white students. A review of 2006 scores on the Maryland High School Assessments (HSA) showed an achievement gap greater than 20% between the average state test scores and the scores of African American and Latino students (Maryland Report Card, 2006). This gap is evidenced not only by performance on the HSA, but also by examining the scores on the Maryland School Assessment (MSA), which track achievement in reading and mathematics from 3rd through 8th grades. For example, the 2006 8th grade mathematics MSA reveals nearly a 23% gap between the average state test scores and the scores of African American students (the lowest performing racial group). High-
An Agenda of Support: Achievement Matters Most

**Eleanor White**  
Coordinator K-16 Partnership Development Center

The Maryland Institute for Minority Achievement an Urban Education (MIMAUE) at the University’s College of Education has maintained a strong interest in partnering with local school systems that stems from the desire to improve student achievement and build teacher capacity. The K-16 Partnership Development Center’s goal is to make the expertise and research work of the college relevant to the needs of local school systems. The K-16 Center continues to facilitate the many initiatives funded by MIMAUE that support professional development, enrichment programs which include tutoring and mentoring, school-to-work activities, basic skills projects, technical assistance and other programmatic efforts often due to limited school-based resources. The rewards of collaboration and support during the 2006-2007 school year can be documented in the following descriptions of a few of the K-16 Partnership Center’s successful programs.

**The Bladensburg Project**, focusing on improving student achievement in mathematics and literacy through intense professional development for teachers, leadership development for school personnel, and implementation of student focused activities in a feeder pattern of high poverty, low performing schools. Initiatives included:

Summer 2006 Leadership Retreat: This retreat was geared towards building leadership capacity within each school in Region II. Administrators and teacher leaders were brought together at the University on August 3rd and 4th to participate in training sessions and workshops run by university faculty, county staff and external consultants. Participants are using the training and information received to refine school-wide plans that address their specific student and teacher needs.

The Latino Initiative continues with activities to address the needs that have emerged as a result of the changes in the community demographics. Projects include professional development for regular education and ESOL teachers that adapt Reading/Language Arts Instruction for English Language Learners, cultural awareness workshops for teachers, administrators and community members, and research aimed at understanding attendance issues. Family Math Nights have also been extended for this school year.

A new initiative School-Based Leadership includes the development of “Spanish for Educators” classes. More than 40 staff members signed up to participate in the class. Continuing and expanding the “Parent Involvement Connection is the focus. The Latino Initiative is being extended to the Middle School level with professional development for teachers of mathematics and English as a Second Language is being planned.

The Alpha Scholars Program at Bladensburg High School has been resurrected. A new principal has appointed a school liaison to facilitate the experience. There are two cohorts of students participating with approximately 35 students participating. Ms. Shirley Morman, Director, The Educational Talent Search Program and Mr. Aaron Kane, Lead Coordinator have become partners with the K-16 Partnership Center in developing various activities and mentoring sessions that the Alpha Scholar students participate in. Students have engaged in SAT Prep, the College Application Process, and Goal-setting sessions just to name a few.

**The Central High School Initiative** includes two major program focuses the Grade Nine Academy and the English Initiative. The focus of the English Initiative has been the Reading and Writing Connection. Specific areas for embedded and on-going professional development are the English Curriculum Frameworks and Interactive Reading Materials. A mentoring structure is in place with an on-site “master teacher” and former Teacher Coordinator as the Mentor who will continue to work throughout the year with seven new English teachers. A retreat was held on August 7th and 8th at the University Conference Center as a kick-off activity. Evaluations from the orientation session indicated that new teachers and their colleagues felt energized and prepared to begin the school year. As of the printing of this edition, all seven new teachers remain at Central and are doing well.
The 9th Grade enrollment for the 2006-2007 school year is 366 students. A proposal has been formulated to provide incoming 9th Graders with a school support system throughout the year. The project will begin with an Orientation Day on August 10th. Students will be engaged throughout the day and parents will be invited to attend an afternoon session.

Ninth Grade level meetings are held monthly through an extended homeroom. MIMAUE secured Fred Spence, founder of “TEAM SUCCESS” to provide consulting services that guide and engage the entire student body, staff, and parents regarding the theme “Paying Attention to Kids Who Are Paying Attention”. Interactions with students from the University’s Honors Program and the Educational Talent Search Program have also been developed.

The Anne Arundel Scholars Program will continue in its third year of implementation. The program design is to help students in the transition from high school to college and will be extended to two high school sites in Anne Arundel County; North County and North East High Schools. More than 250 students in grades ten and eleven will work with ten instructors from the University Honor’s Program. An array of topics and experiences have been planned including Liberal Education, College Preparation, Diversity, Academic Success, Ethics, Financial Assistance, and a visit to the University on April 25, 2007.

I have been fortunate, surprised, and pleased at the energy and enthusiasm that the college and school system representatives have invested in these initiatives. There are many challenges facing students, teachers, and school leaders and the K-16 Partnership Development Center works to authenticate and strengthen collaborative efforts as a reminder that “Achievement Matters Most.”

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Gillian Caruth-Hunt  
Alpha Scholars Liaison  
Guidance Counselor, Bladensburg High School

Alpha Scholars was founded in 2002 to develop a collaboration between the University of Maryland and Prince Georges County Public Schools. It is a mentoring program providing undergraduate college mentors to students participating in the Alpha Scholars Program at Bladensburg High School. It is one of several efforts within this university-community venture, to assist in making the pursuit of higher education a reality for the students at Bladensburg High School.

It was established to provide high school students with exposure to college campus and engage them in the scholarship values inherit in higher education. The Alpha Scholars Program also helps to develop a strong sense of citizenship among college students by providing an opportunity to mentor and provide outreach to K-12 students. It also serves to influence their understanding of cultural and social issues and increase their connection to communities in need. It will provide all students with an education on issues of diversity, specifically multiculturalism, through both scholarly and experiential activities.

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The program is comprised of two major components, each created to provide enhanced development both to the Bladensburg High School participants and the University of Maryland college students. The first component is cultural mentoring and college connection. The mentoring component pairs high school students with University of Maryland undergraduates and facilitates a structured cultural learning experience throughout the academic year. These activities provide both communities of students an opportunity to engage in cultural learning utilizing several methodologies including literature, the arts, and experiential learning. In addition, the group receives exposure to college, through various workshops and experiences. This includes shadowing college students for a day, attending an admissions workshop, and engaging in a lunch discussion with college students on the realities of college life.

The second component specifically serves the college students who volunteer as mentors in the program. It is important that while students engage in service, they not only reap the benefits of civil engagement, but also groom their leadership potential and learn how to merge their leadership, academic, and civil growth into a holistic personal outcome.

The students selected for this program are involved in a unique experience which exposes them to positive reinforcements, important in their personal and educational development. This Alpha Scholars Program allows students to get a glimpse of the world that they would enter as adults, and it also helps to prepare them for the demands that would be placed on them in the future. It also encourages them to explore several options that would not normally be available to them. Students receive one-on-one attention in the program which ensures that they get a head start in preparation for a successful college career, and ultimately a successful life.

Students stand to gain much from this program, but they must be open to receive it. The lessons learned from this partnership can help to channel positive direction toward future goals and help to bridge the transition from high school to college. It is a once in a lifetime opportunity and full participation in the Alpha Scholars Program’s goals and objectives will greatly enrich the lives of students and give them a competitive edge.

Gwendolyn Wright
Alpha Scholars Teacher

This has been my first year working with the Alpha Scholars Leadership class, affiliated with the University of Maryland K-16 Partnership Development Center and the Bladensburg Project in Region II of the Prince George’s County Public School System. This has been a rewarding experience working with students who are preparing for college. We have investigated a variety of colleges and universities across the country. I have worked closely with the seniors on their senior essays. The students have benefited greatly from their work with Mr. Kane and the staff of the Educational Talent Search team. Many seniors have received fee waivers for the SAT and ACT exams as well as for college applications. The students have finished reading *Things Fall Apart*, and will be ready for their next reading assignment.

Many of the students have taken advantage of the Saturday tutoring sessions at the University of Maryland. They enjoy being on a college campus and can start to feel how it will be to be out of high school. This has also been rewarding for me, since I am a graduate of the University of Maryland, College Park. I also give them advice as a parent who has two children who have completed college. I can speak about what to look for in higher education. This can help them narrow down their field as deadlines approach. The eleventh graders benefit by working together in this one class. They know that if they keep their grades up, they can continue in this program and reap the rewards that are being offered to help them with their future plans. I know that this program serves a great purpose and fulfills a need for the students of Bladensburg High School.
There are many benefits in the Alpha Scholars Program. The Alpha Scholars Program will give me many opportunities as well as help me in my quest to finding the best college for me. The program utilizes people who are in the field that may help us with our college applications as well as give us advice on filling out the applications. Mr. Kane, a representative from the University of Maryland, provides information on assessments, postsecondary options, and financial aid once a week on Wednesdays or Thursdays. He also gave us his personal number to call him if we have any questions that may not be answered by teachers, parents or our friends. The program also hosts college campus visits on certain Saturdays as well as provide transportsations for many who do not have access to it.

In the long run the program will benefit me by helping me to successfully apply to college as well as succeeding in life with my dream career. I have good intentions and I believe the system in the educational Talent Search Program has my best interest at heart.

Alpha Scholars Program is a wonderful and beneficial experience for me. In the Alpha Scholars Program I was introduced to the Educational Talent Search Program (ETS). It is funded by the United States Department of Education. As a student in the Alpha Scholars Program, there are lots of benefits that come with being apart of the partnership between the University of Maryland K-16 Partnership Center and ETS.

The program provides opportunities for me to interact with pre-college advising professional, financial aid administrators, college admissions representatives, college student mentors, and other college-bound scholars. As a student participating in the Educational Talent Search, I have access to academic, and career counseling services. Also, students receive college application fee waivers through the College Board and waivers through the American College Testing program for the SAT and ACT. Other benefits are, college campus visits, academic mentoring, workshops for family members, SAT and technology workshops. In addition, students participate in weekly school visits for college planning and in the Saturday Scholars program.

Both the Alpha Scholar and Educational Talent Search programs have been beneficial through out my college planning process. Just when I started to get worried about college I found these programs. I am grateful and proud to be apart of programs that are willing to reward great achievements.

Alpha Scholars is one of the most beneficial courses I’ve taken this year. As a student in the Alpha Scholars program, I receive all the benefits of the Educational Talent Search Program (ETS). The K-16 Partnership Center and ETS at the University of Maryland in College Park sponsor the program as an initiative in the Bladensburg Project in Region II. It aids youths from low-income families who want to attend college. It provides participants with homework assistance, mentoring, college visits, financial aid information, SAT workshops, SAT/ACT, and application fee waivers--just to name a few.
In the Alpha Scholar’s class, we have some of the most advanced computers available and complete access to the Internet and its resources. We also have a college counselor, Mr. Kane, from the University of Maryland who visits every other Wednesday to provide us with assistance and college information.

Without the benefits of the Alpha Scholars Program, I don’t believe I’d feel as secure about my future as I do now. I have saved over a hundred dollars in application fees, and gained so much insight on the application process and college life that I’m now certain that I’ll be successful in college and a career afterwards.

Suzie Johnson
Alpha Scholar
Bladensburg High School

The Alpha Scholars Program offered from the University of Maryland is very helpful to students. This program is provided to students from schools in the Prince George’s County Public School System who are in the top 5 percent of their graduating class. I look at this as a reward for all the hard work we accomplished throughout our school career. The mission of the program is to increase the college attendance of low-income and culturally deprived youth and to encourage them to enroll and graduate from the institution of their choice. Many benefits come from being involved in the Alpha Scholars Program and program facilitators try to help students as much as possible.

The University Maryland provides fee waivers for the SAT and for college applications. They also provide assistance with homework, academics and financial assistance based on students’ needs. Basically, one can attend to the special weekend programs or after school program that provide workshops for tutoring, the SAT, the ACT, academic enrichment, and assistance with the completion of college applications.

I believe that this program is a blessing and will help students excel in and outside of the classroom. This program lets us know that there are people out there who are willing and ready to help us get to the next level.

Why Transform Today’s Urban Schools

Alice Bartley
Graduate Assistant

In these times of high-stakes testing, accountability, and the changing faces in America’s schools, educators are grappling with the daunting task of addressing the achievement disparities that exist among racial groups. When looking at the current state of the achievement gap, the overrepresentation of students of color in low-achieving classes and special education and the underrepresentation of this population in advanced classes has become of paramount concern. In light of this, the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) offered colloquia series during the spring and fall semesters of 2006 that spoke to the theme: “Embracing Urban Education – Transforming the Future.” This topic sparked the interest of many, including pre-service and practicing teachers, as well as university professoriate at the University of Maryland and other surrounding universities.

In the spring, the Institute hosted national scholars such as Gloria Ladson-Billings and Jacqueline Jordan Irvine who set the stage for the need to recognize pluralism in the classroom and the need to teach culturally responsively. Seeking to demonstrate the link between theory and practice, in the fall the Institute offered state and local speakers who addressed the topics and issues of urban school reform and academic achievement. It was apparent from these scholars, state personnel, superintendents, CEOs, principals, and teachers that there is a need to provide focused and targeted resources to underachieving students who attend low-performing urban schools. School leadership and high-quality teachers were among the top interventions expressed to be of the utmost importance to narrow the academic performances between students of culturally diverse ethnic and linguistic backgrounds and their dominant culture peers. The featured guest speaker for the fall colloquium, Ms. Kimberly Oliver, 2006 National Teacher of the Year.
Spanish for Educators: 
A School–Based Management Initiative

A new initiative, “School-Based Leadership,” included the development of “Spanish for Educators” classes; 40 staff members participated in the two sections. The course was specifically designed to expose the school teachers and administrators to the cultural and linguistic aspects associated with managing a bilingual population. The course was conducted in an immersion format which entailed role playing and communicating in school scenarios. The course provided:

- Specific vocabulary
- Key cultural differences
- Increasing confidence and comfort level working in a diverse setting
- Competency in assigning tasks, follow up, etc.
- Improve effective communication between parents, students and school

The Spanish conversational course focus was organized around the specific vocabulary and scenarios needed to carry out an educator’s daily work responsibility. Teachers and school staff participated in auditory comprehension activities as well as group and paired activities, oral presentations, and specific group projects.

This article was written by Deepa Srikantaiah, Evaluations Coordinator, and Ana Acedo, University of Maryland Spanish and Portuguese Department. The two sections of the Spanish for Educators course were taught by Ms. Acedo and Janet Simpson, Spanish Teacher, Bladensburg High School.

During the Fall of 2006, the K-16 Partnership Development Center provided a Spanish for Educators class for teachers and school administrators at Bladensburg High School. This school-based leadership initiative was designed to address the growing Latino population in the Bladensburg area. The Spanish for Educators Course was held for 8 weeks and had 35 participants. Although the majority of participants were teachers (72%), school administrators, counselors, and social workers also took part in the course.

The purpose of the Spanish class was to introduce conversational Spanish to teachers and school administrators so that they are able to better interact with students, parents, and community members with Latino backgrounds. The course was designed to help participants communicate at a reasonable level and become familiar with the Latino culture. The topics covered in the course were diverse, yet were relevant to conversations and situations the participants may have with students and parents at their schools. Therefore, in addition to learning the Spanish alphabet, greetings and introductions, the calendar, numbers, and time, the course also helped the participants learn vocabulary and key phrases used for interacting with family members, describing weather conditions, food and meals, student qualities and personality types, and emergency situations such as safety and health.

Overall, the course was very successful and the participants found the curriculum design, textbook, and instructors to be very helpful in their learning. The course evaluations also indicate that the course had an impact on the participants’ classroom teaching and student and parent interactions. Participants wrote that the course helped them, “converse with [their] Hispanic students better” and their students were, “excited (amazed) that [their teacher was] able to speak their language” and “proud that [their teacher is] learning their native lan-

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Central High School Partnership

The Central High School Initiative is a new 2006-2007 project undertaken by the K-16 Partnership Center. Mr. Fletcher James III, Principal, Central High School has welcomed the support provided by the University to address student achievement and increase teacher instructional capacity. The addition of Central High School broadens the partnership network in developing student-to-student and teacher-to-teacher programs that address the ideals of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) which includes effectively finding ways to solve problems of underachievement in children who have chronically been underserved. The two major program focuses are the Grade Nine Academy and the English Initiative. Kudos are extended to the Central High School administrative team and staff for their commitment to the implementation of various components of both programs. The following articles by leaders of the Central High School Partnership components provide details on the progress of these initiatives.

2006–2007 Central High School Partnership Initiatives

By Fletcher James III, Principal Central High School

Central High School is very pleased with their partnership with the University of Maryland’s K-16 Partnership Development Center and the Educational Talent Search Program. The partnership has provided Central High School with two tremendous programs to assist our ninth graders: the Talent Search Program and TEAM SUCCESS. The mission of the Central High School Grade Nine Academy is to ensure that students receive a positive transition from middle school to high school. This mission is accomplished by: creating a smaller, more personal high school learning environment; allowing students to concentrate on academic courses with support and encouragement from teachers, peers, parents, counselors, and administrators; and increasing the percentage of students passing the High School Assessments, enrolling in Advanced Placement courses, taking the SAT/ACT, and continuing to post-secondary education. In addition, the Grade Nine Academy will encourage parent and community involvement, which is vital to the success of the program. Parent involvement will include but is not limited to, conferences, parents as mentors, and regular parent contact. Community involvement will include but is not limited to sponsorships, mentoring and internship opportunities, and employment opportunities.

Both the Talent Search Program and TEAM SUCCESS have made tremendous contributions to helping us with our mission. The Talent Search Program is aimed at assisting those students with at least a 2.0 GPA, while Team Success focuses on encouraging students to achieve a 3.0 GPA and above. Both programs focus on helping our students increase their academic performance by giving them the extra support they needed to reach higher. Mr. Kane and the student counselors have gotten Talent Search off to tremendous start. The Talent Search Program kicked off on October 4 with 60 students signed up. From the beginning the program has continued to grow. There are at present 93 students registered for the program. Mr. Kane and the counselors have been wonderful in getting the students engaged and interested in the program by giving them the extra attention they need with homework, reading, preparation for the HSA, and most importantly thinking about what comes after Central.

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Grade Nine Academy

Mary B Compton, Grade Nine Academy Coordinator
Central High School

From the moment Mr. James, Principal of Central High School, told me he wanted me to be the coordinator of our Grade Nine Academy, I was excited. I was excited to be working with Dr. Eleanor White, K-16 Partnership Development Center Coordinator, as part of the University of Maryland-Central High School Partnership. I was excited by the opportunity to explore just what a Grade Nine Academy could become. However, I was never more excited than on July 7, when Dr. White first mentioned Fred Spence and TEAM SUCCESS, and then again on July 13, when she introduced me to Ms. Shirley Morman, Director, and Mr. Aaron Kane, Coordinator, of the Educational Talent Search Program. Just as soon as the conversations got started around the table I started to almost hyperventilate at the opportunities our ninth graders would be afforded by both these programs. All I could say to myself was, "Wow!" I had such high hopes and dreams for the Academy, and here, being handed to us on a silver platter, was the ability to realize some of those dreams.

Our students would be able to actually get the support they needed to transition from middle school to high school and beyond. Today I continue to be amazed and excited by both programs.

Both programs give us the support we need to make our mission come alive. The main focus of our mission is threefold: first, to give the students the extra help they need to improve academically and proceed on to postsecondary education; second, to engage and involve the parents more in their children’s academic success; and third, to remind the parents and the community that it indeed takes the whole community to successfully raise a child to become a contributing member of society.

The Talent Search Program kicked off on Oct. 4 with 63 students registered. At present we have more than 90 students registered for the program. Our students have become so excited about the program. They are able to get the tutorial help they need to improve their academics but are also able to explore what possibilities exist for them beyond high school. Their awareness about the importance of the HSA, SAT, and ACT has been heightened. They have formed bonds with Mr. Kane and the University tutors. I am always happy to overhear their conversations now about what colleges they will be considering, or what Mr. Kane or another of the tutors have said to inspire them to work harder. They are beginning to learn how their dreams of post-secondary education can become realities. On Saturday, September 30, we put 2 students on the bus for the Saturday Academy but now we generally put 24-25 students on the bus and sometimes as many as 5-6 drive directly to the university for the Academy. The students involved in the program are so vocal in their praise of the program that at least once or twice a week I am fielding calls from parents wanting their child to be a part of the Talent Search Program. The students are reading and discussing the book Gifted Hands by Dr. Ben Carson and are so excited about being able to meet him on Dec. 11.

When we first started the conversation in the building about TEAM SUCCESS, the students just let it pass over them, but from the first day the t-shirt was distributed, the excitement grew like wildfire. It is so much fun to observe the pride on the students’ faces on Wednesdays, when they are able to shed their uniforms and proclaim publicly that they are "being about it." To hear them explain with such pride that in order to wear the shirt, you must be an honor roll student is just music to my ears and my heart. Our theme for the year, "You've got to be about it," encourages the students to be about improving their academic performance. Our first TEAM SUCCESS celebration was a smash hit. Almost a month later the students are still excited about being able to attend the celebration and looking forward to attending the next celebration with a friend. One can overhear students in the hallways telling one another, "You should be at the next one! I had so much fun!" The large number of students who improved their GPA from less than a 1.0 to the necessary 3.0 in order to attend the celebration made a tremendous impact on all of us who attended the celebration. To see the absolute pride in their faces! For me the most significantly touching moment was when one student recognized his dad as being his impetus for improving. At the celebration we were honored to have some of our community partners there to see how important their role is in our schools.

As we move forward my excitement continues because I am able to believe that the majority of this ninth grade class will cross the stage in 2010 and be able to make sound decisions about their future because of the support they got from the Talent Search Program and TEAM SUCCESS.
TEAM SUCCESS™ is an academic achievement recognition program with the vision of closing the achievement gap. It is the celebration of academic success with the focus of “paying attention to kids that pay attention.” The result is empowering kids to take control of their own academic destiny.

Together with the University of Maryland, K-16 Partnership Development Center, the TEAM SUCCESS™ program was implemented at Central High School in August of 2006. The implementation of the TEAM SUCCESS™ program was rallied for faculty and staff for the common cause of improving academics at Central High School. This past fall, Central High School gave students the challenge of achieving recognition for meeting the TEAM SUCCESS™ challenge criteria of a 3.0 grade point average and no suspendable offenses.

On November 24, 2006 Central High School kicked off their recognition program with their first academic celebration. The event was filled with fun, laughter, and emotion. 230 Central High School students were recognized and celebrated for their academic achievement. Support and participation from parents, community, and business partners contributed to the overall success of the event.

The achievement gap is a national crisis. The relationship between the University of Maryland and TEAM SUCCESS™ provides the Prince George’s County School District the opportunity to find effective solutions to closing the achievement gap.

"paying attention to kids that pay attention"
Central High School Partnership Initiatives
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High School. The students are more comfortable and knowledgeable discussing SAT, ACT, and financial aid. TEAM SUCCESS had its first celebration in mid-October. Those students who made the team had a wonderful time and are continuing to talk about what they need to do to get to the next celebration. From the first day that TEAM SUCCESS t-shirts were distributed to the time of the actual celebration it was inspiring to watch the students excitement grow at being recognized for doing the right thing. Our theme for the year “You’ve got to be about it,” has been made evident in the number of students who improved from 4th quarter to 1st quarter in order to make it to the celebration. There were a large number of students at 4.0 and above and more exciting was the number of students who improved from less than a 1.0 to the necessary 3.0 in order to be able to attend the celebration. The parents were recognized at the program and it was an opportunity for parents to see just how important their support is their child’s academic success. Mr. Spence brings a wealth of knowledge and inspiration to the program. Working with community partners to support the celebration was a wonderful opportunity to remind them that they play a significant role in the success of the school. It was a gentle reminder that it does take a community to raise a child.

A Note from the Director
(continued from page 1)

Professional development of teachers. Teacher, administrator, student, and University leader perspectives help provide insights into the nature and the value of these current projects.

To begin the issue, the new MIMAUE Executive Director, Dr. Stephanie Timmons Brown, gives us a comprehensive review of MIMAUE’s mission, the current and continuing needs which give direction and urgency to that mission, and a small introduction to the personal path which Dr. Brown has taken in coming to her new role. We enthusiastically welcome Dr. Brown’s arrival at the University of Maryland and her important leadership role in helping to shape MIMAUE’s next stage of development.

The Alpha Scholars Program, detailed on p. 3 and following, has been an important initiative of Bladensburg H.S. aimed at supporting college-interested and college-bound students in preparing well for this next level of education. Many of the students at Bladensburg have the intelligence and academic interest and motivation to succeed in college. However, their exposure to the realities of college programs and college life have been limited. Through our partnership, these students are being helped to improve their understanding and their familiarity with higher education. Their own reflections (see pp. 5-6) bear out the value of the program and the benefits they believe have accrued directly to them from our efforts. An important part of this year’s design is the major collaboration with the Educational Talent Search program and its director, Ms. Shirley Morman (see p. 14). This internal University collaboration has strengthened both our efforts and provided a combined benefit to students and families greater than separate initiatives could have accomplished.

A new component of our partnership efforts this year is the Central High School partnership (see pp. 8-9) and a comprehensive collaboration aimed at leadership development, teacher mentorship and support, and direct involvement of students in college preparation efforts. Team Success (see p. 10) a unique effort headed up by Mr. Fred Spence, adds an innovative and exciting dimension to this partnership. Our thanks go out to Principal Fletcher James and all the Central staff who have supported this effort and who have contributed to this issue.

Finally, the articles on the Spanish for Educators classes (see p. 7), the New Majority Project (see p. 16), and the TIME project (see p. 17) all document our continuing professional development efforts for teachers and the attempt to increase capacity in our partner schools and school systems.

I want to end by extending special thanks and credit to Dr. Eleanor White, whose energy and enthusiasm have permeated so many of these projects and whose efforts in creating and editing this edition of Collaborations have resulted in a fine and informative issue. Many thanks, as well, to all who contributed to this issue. We would appreciate any feedback from readers and we invite you to join in future activities of the K-16 Center.
Spanish for Educators
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language.” Participants also said that after their students found out they were learning Spanish, students helped them in classes with vocabulary and pronunciation.

Participants reported that they now have greater appreciation for the efforts ESL students display in their classes because they understand how difficult it can be to learn a new language. They also understand the issues students may face in the pronunciation of words and how this may impact whether a student follows them in class. For example, a science teacher said she will be more sensitive to her students who pronounce “evolution” as “ebolution” – because in Spanish we hear the /b/ in place of the /v/.

Regarding interacting with parents, participants felt that the course helped to fill in gaps of communication that usually occur during a parent/teacher conference. A counselor who participated in the course reported, “parents are encouraged by the fact we can use their language when communicating with them” and that parents are “pleased” when the counselors comment in Spanish.

Ninety percent of the participants want a follow-up Spanish course to further their Spanish communication skills. In the course evaluation, one participant wrote, “I have a desire to learn more Spanish. There are many areas where I can help my students by knowing the language: 1) accounting, checks, and finance; 2) community service; 3) family situations.”

The K-16 Partnership Development Center would like to continue supporting these programs and provide similar school-based leadership classes in the future. In the spring 2007 semester, a second component of the Spanish for Educators course is being planned.

1 School administrators at Bladensburg estimate that 40% of their population is Latino.

Why Transform Today’s Urban Schools
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the Year, affirmed this philosophy as she spoke to the restructuring success of her school, Broad Acres Elementary.

Throughout the course of the two colloquia, the speakers stressed the importance of establishing a school culture that validates the teachers and the students. Key to creating this culture is the role that is played by the administrative team. School administrators and district personnel expressed the value of recruiting and retaining highly qualified teachers. They further stated that assuring a school climate that promotes the growth of teachers through on-going professional development is of essence to establishing and maintaining high-quality school staffs. Similarly, teachers who provide the opportunity for students to feel comfortable in their surroundings and to share their feelings and ideas were deemed effective in fostering learning communities that stimulate the achievement of their students. Additionally, the use of reading materials, writing activities, and research projects with young learners that include texts representing diversity in content, culture, authorship and perspective which reflect areas such as race, gender, disability, religion, and socio-economic background are also considered to be high achievement enhancers. Moreover, it has been determined that providing opportunities for students to model reading strategies that teach them to construct meaning as they read, giving students the choice of selecting different ways to present their new knowledge, and allowing students the opportunity to reflect on their experiences are all effective strategies to increase the learning of students who are typically low achievers. Finally, examining and analyzing on-going assessment data continuously to plan and implement instruction and to monitor student progress is vital to reform efforts in low-performing urban schools.

As MIMAUE and the K-16 Partnership Development Center continue to provide collaborative efforts between the University of Maryland and the area urban schools, the focus will remain on narrowing achievement disparities and urban school transformation. Most recently, I had the opportunity to attend a training sponsored by the National Center for
Mentoring Insights...

Patricia Bradford, Mentor English Initiative Central High School

One thing I've learned in my short teaching career is that the most effective teachers are those who allow themselves to see their students in more than one light. They create opportunities for students to be writers, actors, singers, poets, leaders, debaters, and even followers and observers. These teachers spend time with their charges and enjoy the company of those who may have very little in common with them as adults, but very much in common as human beings. I have noticed this trait in several of the new teachers I have been honored to work with this school year.

Mr. Robert Cullen (English 10 teacher) is always thinking of ways to get to know his students better. He didn’t think it robbery to create a rewards program by identifying the outstanding students for the week and treating them to a culturally stimulating event. I was fortunate enough to accompany him and seven students on a field trip to the George Mason University campus to witness the Patriots basketball team trample the Florida International University team on November 27, 2006. The students toured the campus with a student guide, heard brief talks from the Freshmen Center coordinators, dined in the Johnson Center, and peeked in the dormitory rooms and the magnificent Aquatic Center before attending the game and meeting Coach Larranaga and the team in the locker room after the final buzzer sounded. The outing gave the students a close up and personal look at college life, a first for many of them, and a chance for their teacher to see them in another light, away from school.

Ms. KaMyka Glenn (English 10 teacher) extends herself to all of her students and engages them in reading and writing and showcasing their skills through group exchanges and presentations. Her time is invested in after school activities as well when she assists with the girls’ basketball team by supporting the efforts of their coach.

Ms. Lauri Green (English 10 and Yearbook teacher) has befriended all of the camera-shy students by involving them in the preparation of the Central HS Yearbook. Her classroom is a haven and a hub for those who want to write about the events of the school year.

Ms. Jamise Liberty (English 9 teacher) has taken on the work of co-sponsoring the junior class and is busy with her English 9 students and working with her class to help them ready for their senior year.

Ms. Kate Conrad (English 9 and Drama teacher) has already had an onstage presentation for selected classes to preview. Her energy and enthusiasm for students is further evident in her work with the school’s Super Leaders program.

Sharon Draper, National Teacher of the Year, paraphrased Antoine de Saint-Exupery when she said, “…the same pebbles and stones that cause one person to fall can be used by another to build a great cathedral. The boulders that cause one person to fail can be used by another to build a bridge. When we see a pile of rocks on our path, do we see an impassible mountain, or the possibility of what those rocks can be?” These teachers are building cathedrals because they search for opportunities to help their students see that while their present worth is great, their potential and possibilities extend beyond who and what they are on any given day!
Collaboration for a Stronger Presence

Shirley Morman, Director, Educational Talent Search (ETS)

During the 2006 summer, the University of Maryland Educational Talent Search Program and the K-16 Partnership Development Center decided to form a team to maximize their resources and focus on issues that would strengthen the resources available in Prince George’s County Public Schools (PGCPS), resources designed to improve college access and success for academically talented students who lack financial resources and who are the first in their families to go to college. The goal of this team effort is to maintain a strong presence in one of the original grant target schools, Bladensburg High School (since 1986), and to establish a strong presence in a new 2006-2010 Talent Search grant target school, Central High School. Combined with extraordinary models and opportunities for collaboration, the Talent Search-K-16 project collaboration is expected to strengthen ties to maintain a strong presence and to maximize resources for schools and services for students. This project is off to a wonderful start and it demonstrates collaboration at its best.

A meeting was held between Dr. Eleanor White, former Prince George’s County Public School Assistant Superintendent and Coordinator of the UM K-16 Partnership Development Center, and Shirley Morman, Educational Talent Search Director, in the summer of 2006. The meeting was facilitated by the director of the K-16 Partnership Development Center, Dr. Jim Greenberg. Talent Search academic outreach staff were interviewed during this meeting and offered their positive outlook about the important assistance rendered through the Educational Talent Search’s comprehensive academic outreach programs. These programs are designed to target academically talented students in need of early exposure to the college culture. After this meeting, the Talent Search outreach team implemented a pre-college curriculum designed to equip students with tools and academic resources they will need to achieve their educational goals.

The consensus is that we are already making significant progress at Central and Bladensburg High Schools, says Morman. Between the two K-16-Educational Talent Search schools, we are serving 224 young scholars, who are participating in classroom-based and after-school workshops, as well as extended learning opportunities through our Academies of Scholars Program held biweekly during the Trio Academies of Scholars held at the University of Maryland. These programs focus on academic goal setting, study skills, time management, college planning, campus tour experiences, and scholarship research. For each of these programs, we are using data to guide our programming, our goals, and our work. For instance, consistent counseling programs and advising services will focus on ensuring that at least 95% of participants will be promoted to the next grade level; 95% of seniors will graduate from secondary school, 85% of students will make satisfactory progress towards high school completion; 85% of participants will apply for financial aid; 85% will apply for postsecondary school admission; and 85% will also have well developed decision-making skills, will make informed decisions about choosing a college, and will enroll in postsecondary education. Morman boasts that data currently reveals that 363 Alpha and Talent Search Scholars have direct access to Talent Search staff biweekly through school and weekend programs. This agenda is shared by Educational Talent Search Professional Counselors and Advisors: Aaron Kane, Lead Coordinator for the Educational Talent Search/K-16 Initiative; Amy Berman; Steve LoGerfo; Malcolm Snorden; and UM student interns Karen Morrison (Tutor Data Analyst), Tiyanta Winters, and Lindsey Mendoza. Together, these staff members conduct 32 hours of student development programs as they face new academic expectations, and grades and achievements take on new importance in career and college goal setting by high school students.

By the conclusion of the first grading period our UM student intern, Lindsey Mendoza, described her experience as follows: “I have found my time at Central to be a lot of fun. The students like having a class with someone closer to their age and I like being able to give them advice and share my personal experiences. When

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poverty areas of the state tend to include large concentrations of African American students and a growing Latino population and boast well-publicized large achievement gaps. These achievement gaps are not confined to Baltimore City, Prince George’s, Somerset, and Wicomico counties, but are also prevalent in Howard and Montgomery counties, two of the most affluent counties in the state of Maryland.

Current Institute Activities

To address this achievement gap in the state of Maryland and across the country, Institute faculty and staff are conducting research to learn more about the needs of minority students and their families. For example, this spring, Ana Patricia Rodriquez will research the cultural transformations and educational issues of Latino/Latina students in Riverdale, Maryland. Her research is intended to increase the collaboration and communication between local Latino families and the community public schools. The Institute has also commissioned Rebecca Oxford to conduct an empirical analysis of the current Latino/a high school experience, student attitudes, and family involvement. Irene Zoppi recently completed a study that examined which factors promote or impede Latino family involvement in Prince George’s County. Zoppi’s research—as Rodriquez’s and Oxford’s research will do—provides valuable information for the development of family involvement and academic enrichment programs. These research projects, under the auspice of the Institute, are examples of Institute faculty gathering data for school system use.

While we realize that research such as this will provide a greater understanding about the services and interventions that students, their parents and their teachers need to improve academic performance in the future, we also realize that academic enrichment and intervention programs are essential right now. With Institute support, the K-16 Partnership Development Center, directed by James Greenberg, has worked toward this end through the development and implementation of a variety of school/university partnership activities including but not limited to the following:

• teaching conversational Spanish to teachers and administrators so that they may better communicate with students and their parents;
• the Alpha and Anne Arundel Scholars programs in Prince George’s and Anne Arundel County Public Schools, which helps students understand the importance of a liberal arts education and taking a college preparatory curriculum; and
• Team Success, a mentoring and empowerment program designed to encourage a school’s student body to strive for academic excellence through the celebration of student academic accomplishments.

Partnerships

A critical component to implementing successful projects in public schools is creating and cultivating partnerships with local school districts and school staff, university faculty and staff (in the College of Education and many others across campus), state agencies, volunteers, and local Institute benefactors. The Institute and members of the K-16 project staff have done a wonderful job of working with the previous Region II Assistant Superintendent, Bruce Katz, to establish the Bladensburg project and other outreach activities. The Bladensburg project has had an impact upon Bladensburg High School, along with William Wirt Middle School and three elementary schools, and offered leadership development, university coursework, tutoring services, mentoring activities, and research activities for faculty and students. Over 30 College of Education faculty members have agreed to partner with the Institute, and some are pursuing grant opportunities to advance minority student research under the Institute banner. University of Maryland students will also be important partners and a critical component to the Institute’s growth. As more school-based projects are implemented, the Institute will welcome the volunteer participation of students. In fact, within the last couple of months several students have asked how they can be involved in Institute projects. In addition to the faithful human resources, the financial support of private investors has made many of the Institute intervention activities and Institute staffing possible.

Career Path to Service

Prior to my work in education, I worked as a financial analyst and a senior auditor for several years. During my time in private industry, as an undergraduate, and even earlier, I was drawn to helping improve academic

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Welcome to the New Majority Project

By Rebecca Roberts, Region II Instructional Specialist

The 2006-2007 school year opened with excitement over the implementation of a two-year professional development and intervention program for teachers called the New Majority Project. This program assists educators in addressing the content-area language and literacy needs of Latino middle and high school students through the use of research-based instructional strategies and cutting-edge technology. Funded by a grant from the Maryland Higher Education Commission, the New Majority Project is a collaboration of the University of Maryland’s College of Education (Department of Curriculum and Instruction) and College of Arts and Humanities (specifically, the Department of Spanish and Portuguese) as well as Region II of Prince George’s County Public School System.

The grant is designed to give a cohort of educators specific knowledge and tools to skillfully instruct and support ELL (English language learners) students. They will take three graduate courses between this fall and the fall semester of 2007 and receive nine graduate credits for their work. These educators will then become mentors and resources for others within the region. A four-part workshop series will also be provided within this time frame for the same cohort and at least 30 additional teachers from the region’s middle and high schools. The workshops include: “Teaching Techniques for Mainstreamed Latino Students,” “Assessment and Design Strategies for Instructional Decisions for the Diverse Classroom,” and “Latino Cultures and Their Impact on Learning.” The fourth workshop will be developed based on input from the participating teachers.

The project is extremely fortunate to have a faculty comprised of Dr. Millicent I. Kushner, Assistant Professor of TESOL and Second Language Education and Culture, Department of Curriculum and Instruction; Dr. Manel Lacorte, Associate Professor, Department of Spanish and Portuguese; Ms. Davina Pruitt-Mentle, Director, Education Technology Outreach, College of Education; Dr. Ana Patricia Rodriquez, Associate Professor, Department of Spanish and Portuguese; and Ms. Carmen Román, Instructor and Coordinator of Community Outreach, Department of Spanish and Portuguese.

The New Majority Project supports a growing and very important initiative in the Prince George’s County Schools. Stay tuned for updates on this project and the positive effect it has on the education of our Latino students in Prince George’s County.

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I was in high school, I would have liked for someone to be able to give me support and advice about the future, and I feel that’s what I am doing now. I hope the students realize what a great program ETS is and are able to reap the benefits.”

According to student intern and data analyst Karen Morrison, the experience presents a whole new challenge to the student interns especially: “It allows the interns to step up and face a new challenge in mentoring,” she says. “In the past, student interns would look forward to Saturday Scholars sessions on campus to have a mentoring opportunity, and now, we can come into the student’s school environment and have a more powerful impact.”

According to student intern Tiyata Winters, “working with students in a small classroom workshop setting provides a wonderful opportunity for me to gain invaluable experience as an education major and aspiring teacher. I feel that I am already making an impact on the student’s motivation, future goals, academic decisions, and career choices.”

The Educational Talent Search Program is Funded by the U.S. Department of Education and sponsored by the University of Maryland’s Office of the Dean for Undergraduate Studies.

The K-16 Partnership Development Center is a division of the Maryland Institute for Minority Achievement and Urban Education, College of Education, and MIMAUE has provided some of the funding for this project.
The Teachers Integrating Mathematics and Engineering Program Turns “3” and Evolves in New Directions

Deepa Srikantaiah is a doctoral student in the International Education Policy Program and a graduate assistant for the K-16 Development Center and the TIME project. The TIME project is funded by a grant from the General Electric Foundation as part of its national Math Excellence initiative.

“Who knows what an engineer is?” Zena Upsher, an 8th grader math teacher at Greenbelt Middle School (Prince Georges County) asked her students this question. Immediately many hands shot up: “someone who fixes things; someone who builds things; works with electronics and wires!” These were all great answers and allowed Ms. Upsher to follow up and ask, “Why would an engineer need to know how to calculate area?” Her students had recently finished a unit on the measurement of area.

This is where the Teachers Integrating Mathematics and Engineering (TIME) outreach program from the University of Maryland can contribute. Although her students were able to describe why an engineer would need to calculate area, Ms. Upsher was able to reinforce this connection by performing a hands-on lab that she learned during the two-week summer TIME institute. The lab illustrates why an engineer would need to calculate area to construct the students’ classroom – a common task for civil engineers. This lab is one of many Ms. Upsher learned during the summer institute and which she can implement in her class.

The TIME project, in its 3rd year, holds a two-week summer institute for teachers on Science, Technology, Engineering, and Mathematics (STEM) concepts. With the growing concern that our students in the US are not meeting international standards in STEM concepts\(^1\), the TIME project provides teachers with engineering modules (or laboratories) they can use to enhance connections between the disciplines of mathematics and science and introduce fields in engineering to their students.

The past two summer institutes were held for both middle and high school teachers, but this year (2006) the institute focused on middle school teachers.\(^2\) Dr. Richard McCuen from the School of Engineering and Dr. James Greenberg from the College of Education coordinate the TIME project along with two graduate assistants, Richard Ma and myself. Dr. McCuen and Dr. Sherif Aggour (School of Engineering) teach the summer institutes.

The teachers also receive school-based support during the academic school year to implement the labs they learned during the summer institute. The participating teachers from this summer’s institute have already implemented a number of labs this school year. Some examples include labs on earthquakes, acid rain, and hovercrafts. Richard Ma and I are assisting the teachers in the implementation of the labs so that they meet Maryland state standards and align with the teacher’s curriculum.

The TIME program has also been a platform for the development of additional engineering and education outreach projects. One example is the Saturday Engineering Institute, which was held for high school students\(^3\) during the Fall of 2005. This project integrated engineering applications and principals of mathematics with hands-on laboratory activities so that students could learn real world engineering problems and

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The K-16 Partnership Development Center Website

The K-16 Partnership Development Center has updated their website featuring new projects, calendar of events for the 2006-2007 academic year, information about the staff, and pictures. Please visit the website to learn more about the center’s partnership activities with schools in Prince Georges’ County and Anne Arundel County and access the resources page or newsletters to get more information about programs for your school. The latest news featured on the website include another successful start to the Alpha Scholars Program, the introduction of a Spanish Class for Educators course, and new directions for the Science, Technology, Mathematics, and Engineering project.

You can access the website at: http://www.education.umd.edu/institutesandcenters/k16pdc/

Why Transform Today’s Urban Schools
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Culturally Responsive Educational Systems (NCCREST) and the National Institute for Urban School Improvement (NIUSI) that specifically addressed the need to build strong collaborative school leadership teams. The strategies offered in the training consist of school team building, assessment, strategic improvement plan development, plan implementation, and progress monitoring. Employment of this research-based interventions design carefully considers student placement and inclusion in mainstream and high-level classes. Hence, this intervention model is design to reduce the overwhelming number of ethnic and linguistically diverse students who populate special education and low-level classes. The training aims to better prepare school districts with the tools needed to promote social justice and equity among diverse student populations. Consequently, an increase to the access to high-end classes results in a decrease in the marginalization and disenfranchisement of certain students. Ultimately, it should be the goal of all school districts nationwide to facilitate an ethos of care and school culture that promotes the maximal achievement for all students regardless of race, creed, color, or socioeconomic status. It is my belief that with the appropriate preparation of teachers which is inclusive of various cultures and learning styles, culturally sensitive and knowledgeable administrative teams, and pluralistically-minded school policies, indeed no child will be left behind.

So, why should we transform urban schools? The most composite and direct answer to this question is – to give each child, regardless of his or her ethnic representation, racial group, or socioeconomic status the educational foundation needed to be a productive contributing member of society who is prepared to be self-sufficient in the pursuit of his or her own happiness. Research has shown that children who are given a high-quality education in the preschool and early formal years of schooling are more likely to make better civic choices, engage in fewer crimes, have fewer teenage pregnancies, attend a four year college, graduate from a four college, and yes, make positive contributions to the economic system which will supports us all in the long run. So then, the answer to the question “why should we transform urban schools?” is simply – why not?
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achievement for minority students. For years, I tutored and mentored African American middle school girls at the Sisters United House while attending the University of California at Berkeley, provided academic enrichment assistance to minority students, and informed their parents about the availability of local social services. Realizing that I gained greater satisfaction from volunteering than from pursuing a career in private industry, I entered graduate school at the University of Virginia’s Curry School of Education. My most recent appointment before joining the Institute was as State College Coordinator at the Maryland Higher Education Commission. In that position I provided programmatic and fiscal oversight of the College Preparation Intervention Program (CPIP), the higher education portion of the Maryland Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) plan. As exemplified by my career path, I believe in Marian Wright Edelman’s testament, “Service is the rent we pay to be living. It is the very purpose of life and not something you do in your spare time.” Service and applied-research undergird my work for the Institute and are fundamental components to its future growth and expansion.

Institute’s Current Commitment and Future Goals

The Institute will remain committed to our goals to develop, implement, evaluate, and improve promising practices for increasing minority student achievement and for improving urban schools; to disseminate research-proven best practices across the nation; to develop large-scale research and technical assistance programs in partnership with school districts throughout Maryland and across the country; to provide a structure to involve faculty from other colleges and campuses in research collaboration and coordinated research-based K-12 outreach; to stimulate graduate and undergraduate instruction and research in the college; to sponsor colloquia and lecture series; and to continue our emphasis on issues related to minority achievement and programmatic and course development activities.

In the coming years, through commitment to service, applied research, nurtured partnerships, and the development of signature programs, the Institute will pursue more public and private funding opportunities to expand programs that have proven effective and to implement researched-based programs designed specifically for minority students and their families. The Institute will also publish research to augment the public discourse about minority achievement and the social issues that affect minority families, establishing itself as a national resource on minority achievement issues. We realize that we cannot do it alone, so if you also believe that “it [service] is the very purpose of life,” then please join us in our efforts to raise minority student achievement and help African American and Latino students be successful throughout Maryland and across the country.

Teachers Integrating Mathematics...
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solutions and about engineering related careers. Topics covered in the institute included rockets, surveying, machines and forces.

Students who attended the institute responded that it was a fun learning experience where they learned the everyday applications of mathematics to engineering. In addition, the majority of students participating in the institute said that it helped them better understand mathematics they learned in school and the applications of mathematics to real-life.

Another example, occurring this academic year, 2006-2007, is the creation of a STEM lesson plan binder for middle school teachers in Maryland. Two math teachers and two science teachers, who participated in the summer 2006 institute, are creating STEM lesson plans based on material they learned from the summer institute. The lessons plans will highlight the interdisciplinary nature of math and science and their applications to engineering. The binder will be completed in the Spring of 2007.

The TIME Project has evolved in new and exciting directions over the last three years. I look forward to continue working on these projects and with the teachers and students. 

1 See The National Academies (NAS) report Rising Above the Gathering Storm, 2006

2 The 13 participating teachers represented Anne Arundel County, Montgomery County, Howard County, and Prince Georges County Public Schools

The students who participated in the program were from Prince Georges County – their teachers had participated in the summer institute.
Upcoming Events

• The Anne Arundel Scholars Program will continue in its third year of implementation with more than 250 students in Grades 10, 11, and 12 participating. The program is designed to help students in the transition from high school to college and will be extended to two high school sites in Anne Arundel County; North County and North East High Schools.

• PLATO Learning will become a part of Bladensburg and Central High Schools' "Twilight Academy". This program will provide tutoring solutions in reading and mathematics curricula and assist in assessing and reporting student achievement.

Our Mission...
The Center's goal is to help make the expertise and research work of the College of Education more relevant to the needs of the school system. Specific efforts will focus on jointly-constructed projects designed to support the larger goals of the partnership and to bring together faculty, administrators, and others from our two institutions to implement them.