

Unity First



Volume 15

Number 9

Nov/Dec 2009

Beyonce

Feature:
Independent Schools

Special Section:
Diversity College Guide

Global Exhibits
with displays featuring
Africa, India, Russia and more...

Cultural Vendors

Resources -

Performances -

**BRING THE FAMILY!
FREE!!!!**



MEET!!! Former model
and Disney Writer
Deborah Gregory, the
successful originator of
the internationally known
"Cheetah Girls." Gregory
will sign her new book
"Catwalk" and judge the
runway contest. Awards,
performances and other
fun activities!



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Saturday, December 19, 2009

(Opening program at 11 am and fun until 3 pm)

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- Artists: Create a work of art
- Dancers - step out in a dance class for all ages
- Health/Wellness: take care of your health
- Test your skills: interview for school or college or work...
- Musicians: Get your music aired on a radio station
- TV or Radio Host: Test out your skills

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APOLLO

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THE MUSICAL SENSATION LIVE ON STAGE AT THE APOLLO

DREAMGIRLS



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A STRICTLY LIMITED ENGAGEMENT • NOW THROUGH DECEMBER 12!

A sensational new stage production of DREAMGIRLS launches its national tour at the legendary Apollo Theater, right where the action begins in this six-time Tony Award-winning musical.

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Janine & Tom Fondon

Unity First's Diversity College Guide

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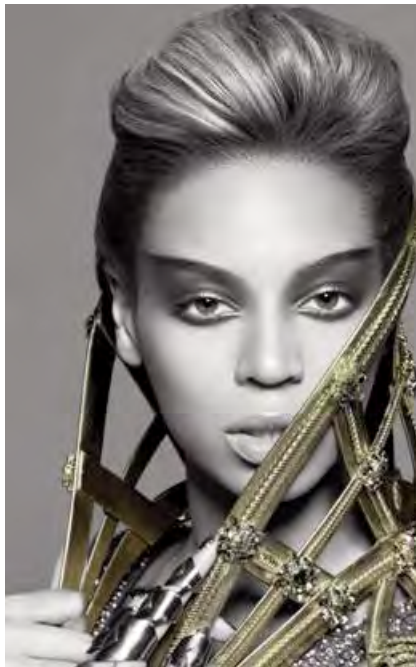
Robert M. Coard
1927 - 2009

This issue is dedicated to Robert M. Coard who retired this year after 41 years of exemplary service to the people of Boston. Thanks to his leadership, lives have been changed for the better, children have received an education and care has been provided to those in need. See the October issue of Unity First for complete story.



Beyonce, Success

Over the past few months, contributors to NPR Music have reviewed their collections, read listener nominations and announced a list of the "Decade's 50 Most Important Recordings" that have made an impact in the marketplace.



This year, the list featured several top artists including Beyonce (Dangerously In Love), Kelly Clarkson (Breakaway), and Jay-Z (The Blueprint). Beyonce's 2003 solo debut, *Dangerously In Love*, shattered sales records, spawned a sold-out world tour, won an outstanding five Grammy awards and confirmed her status as one of pop/R&B's premiere songwriters, producers and singers.

Beyonce's album, *I Am...Sasha Fierce*, topped the album charts around the world and featured the singles "If I Were A Boy" - which went #1 in UK, Norway, Sweden, South Africa, Korea, Brazil and Denmark - and "Single Ladies (Put A Ring On It)," which hit #1 on the American Billboard Hot 100 & R&B charts and spent three weeks at #1 on Germany's airplay-based club charts. Most recently, she was also a winner at the 2009 MTV Europe Music Awards (EMAs) and top winner at the 2009 American Music Awards. Congrats Beyonce!



Shown above are the D.R.E.A.M. Studios team (left to right) Bonnie Weaver, Destiny Weaver and Benjamin Smith. Shown in front is Madai Williams.

A dream come true

Springfield's Madai Williams, a student of D.R.E.A.M studios Inc., recently won the top spot as young Nala in Broadway's *Lion King* (North American Tour). Some 800 young girls auditioned, but Madai wowed the judges. Madai is the second D.R.E.A.M. Studios student to be cast as Young Nala on the national tour.

Madai Williams, an eight year old, attends Martin Luther King Junior Charter School by day and acts, sings and dances at D.R.E.A.M. Studios by evening will make her on stage debut in Hartford, CT in January of 2010.

The show runs from January 27, 2010 until February 14, 2010 at the Bushnell Performing Arts Center, Hartford, CT, before traveling to Boston, Philadelphia and a host of other cities including Vancouver, BC Canada.



Shown at the salute to Bob Coard are (left to right) ABCD President and CEO John Drew, Governor Deval Patrick, Donna Coard, Bob's wife, Mackie Coard, Bob's son and ABCD Board President, Juliette Mayers. Coard's legendary work in the community action arena made life better for millions of low-income individuals and families in Boston as well as throughout the nation.



Mark Morris Dance group

Calendar

Wednesday, December 2 The Adventures of Prince Achmed

New Asia Cinema at UMASS
Amherst will conclude with a
screening of the silent film The



Adventures of Prince Achmed
(1926), a fantasia of animated sil-
houettes borrowing its stories from
Arabian Nights, with new original
score followed by conversation
with the composer. Rahul Roy's
music draws on Indian, Middle
Eastern, Afro-Caribbean, and 20th
century Modern music traditions.
School of Management, Room 137
7:00 pm. Free and open to the
public.

Tuesday, February 2 Mark Morris Dance Group

The Mark Morris's company will be
featured at the UMASS Fine Arts
Center. The company of exuberant
dancers lives up to its reputation of
wit, grace, and a refined musicality
that is further reinforced by
Morris's use of live musicians in
every performance. It is not just
dance at the highest level, but

simultaneously, concert-going at
the highest level—a perfect blend
of sound and movement, all hap-
pening in the moment. Sublime.
\$40, \$30, \$15, Five
College/GCC/STCC and Youth 17
and under: \$15

The Smithsonian at the Museum of African American History Open until January 10, 2010

For the first time ever, the Smithsonian
Institution comes to the Museum of
African American History with "Let your
motto be Resistance." This powerful
traveling exhibit of portraits features 69
images of African American leaders
over 150 years.

The theme was inspired by the words
of Henry Highland Garnet, abolitionist,
editor and clergyman. In 1843, Garnet
addressed the National Convention of
Colored Citizens.

"...Rather die freemen than live to be
slaves...Let your motto be Resistance!
Resistance! RESISTANCE"...What kind
of resistance you...make you must
decide by the circumstances that sur-
round you..."

"Let Your Motto Be Resistance: African
American Portraits," organized by the
National Museum of African American
History and Culture and the National
Portrait Gallery, in collaboration with the
International Center of Photography
and the Smithsonian Institution
Traveling Exhibition Service.



Sarah Vaughan - "Let Your Motto be Resistance." Photo credit: Josef
Breitenbach(1896-1984), 1950 National Portrait Gallery, Smithsonian Institution

Bobbie Rennix, winner of Ms. Senior Massachusetts Pageant



Dr. Bobbie L. Rennix was recently named Ms. Senior Massachusetts. She was born in Oklahoma, Arkansas and later moved to Springfield where she started teaching in 1969. She holds six certifications and during her 36 year career, she was an elementary teacher, counselor, a multicultural education consultant, a professional development specialist, director of summer migrant programs, coordinator of parent advisory counsel, an assistant principal, and a principal. One of her greatest achievements was the creation and implementation of the first multicultural education program in the Springfield school system, which was to develop an understanding and respect for all people regardless of their differences. Dr. Rennix is an Adjunct Professor at AIC College, co-founder of the company "The Rennix Weigh," diversity and reading consultant, motivational speaker, parent/student educational advocate, and owner of a private tutorial service.



High praise for Harlem Renaissance Revisited at Boston College

Haywood Fennell and the Oscar Micheaux Theater Program of Boston recently held its Boston College performance to an enthusiastic audience who gave the program a well-deserved standing ovation. The history-making performance was incredible and very uplifting. One attendee said, "We felt the spirit of history in the room." Another audience member said, "It was great to see the character portrayals bring history alive....our kids need to see this." Kudos to the the cast for a stellar performance. Stay tuned for news about upcoming performances and shows.



Recognizing National Native American Heritage Month

In the White House Proclamation, President Obama notes the following:

"The indigenous peoples of North America -- the First Americans -- have woven rich and diverse threads into the tapestry of our Nation's heritage. Throughout their long history on this great land, they have faced moments of profound triumph and tragedy alike.

"During National Native American Heritage Month, we recognize their many accomplishments, contributions, and sacrifices, and we pay tribute to their participation in all aspects of American society.

"This month, we celebrate the ancestry and time-honored traditions of American Indians and Alaska Natives in North America. They have guided our land stewardship policies, added immeasurably to our cultural heritage, and demonstrated courage in the face of adversity."

Celebrating Native American Heritage

Report shows recession threatens Native American advancement

by Dedrick Muhammad

Native Americans have made great advances over the last 40 years but the legacy of structural inequality and the current recession threaten to turn back this progress, according to a new report by the Institute for Policy Studies, "Challenges to Native American Advancement: The Recession and Native America."

The most recent U.S. Census data shows Native Americans have decreased their unemployment rates and increased their incomes. Despite this recent progress, Native Americans' weak economic position in the economy make the community particularly vulnerable to the effects of a recession.

"Historically, when the U.S. economy suffers, the Native American economy suffers more -- and for a longer period of time," said report author Dedrick Muhammad, senior organizer and researcher at the Institute. During the economic downturn of the 1980s, Native American families saw a decline in family income that lasted for a decade.

Before the current recession began, the real median household of Native Americans was only two-thirds that of White Americans. At the same time, Native Americans had a poverty



rate three times that of white Americans.

In the last year, since the recession started, the industries that employ the high percentages of Native Americans, including timber and construction, have stagnated by the precipitous decline in the housing market. And Native American-owned gaming operations have suffered a loss in revenue, prompting layoffs and broad wage cuts.

Other key findings

Inequality with advancement. Over the last decade, Native American unemployment rates have decreased and income levels have risen. But Native American income levels are still two-thirds the income level of non-Hispanic white Americans. Likewise, the Native American unemployment rate remains double the unemployment rate for America as a whole.

Population increase.

The Native American population has increased by fivefold between 1960 and 2000, from about 500,000 to nearly 2.5 million.

Native Americans and other disenfranchised minorities.

Native Americans have similar socio-economic indicators as African Americans and Latinos.

Health care concerns.

One-third of Native Americans/Alaskan Natives reportedly have no health insurance. Native Americans have the highest per capita rate of disability among all racial/ethnic groups; American Indian and Alaska Natives are twice as likely as non-Hispanic white adults to die from diabetes and 1.2 times as likely to have heart disease.

In the Commonwealth of Massachusetts, there are more than 100 institutions of higher education, including doctoral and research universities, baccalaureate colleges, associate's colleges, master's degree-granting institutions, and special-focus institutions.

Some are administered by the University of Massachusetts system, the largest provider of post secondary education in the state, and others are part of a network of 15 public community colleges. Many are non-profit private institutions, while others are for-profit institutions.

The oldest school in the state is Harvard University, a member of the Ivy League and the only Massachusetts institution founded before the American Revolution.

The newest is the Franklin W. Olin College of Engineering, founded in 1997. Enrollment sizes range from Conway School of Landscape Design, with 19 students, to Boston University, a private school that serves more than 30,000 students.

Clarence Thomas graduated from Holy Cross(Worcester, MA) in 1971. Thomas transferred to Holy Cross in 1968 from Immaculate Conception Seminary, where he was studying for the priesthood. At Holy Cross, Thomas reclaimed his belief in education and went on to earn his law degree at Yale.



Clarence Thomas



Joanna Huey '10 was elected the 123rd president of the Harvard Law Review.

UnityFirst.com's Diversity College Guide 2009



Andrew Manuel Crespo was The Harvard Law Review's 121st president. Before beginning his studies at Harvard Law School, Crespo graduated from Harvard College in 2005 with an A.B. in Social Studies. Crespo was the first Latino elected to lead the Review.

Wellesley College

Chikoti Mibenge -- Helping others survive HIV/AIDS

Wellesley College's Chikoti Mibenge, a native of Zambia, was named one of *Glamour* magazine's Top Ten College Women of 2006. Mibenge, who lost both parents to AIDS, was recognized for her commitment to AIDS/HIV research and education.

Four months after she finished high school, she lost her mother to AIDS. Her father had earlier succumbed to the disease; her youngest brother also has HIV. Like most Africans, the family couldn't afford treatment. Over the past five years, Mibenge has focused on making a future for herself, with the hope of helping her ailing brother and two other siblings as well. Thanks to her connection to the Partners AIDS Research

Center, she has been able to help her brother get the drugs he needs to survive.

She eventually came to the decision to make fighting AIDS her life's work. While waiting for a cure, she plans to work toward making AIDS drugs available to all Africans. She looks forward to the day when she may become an AIDS doctor—and have a family of her own. In winning the *Glamour* contest, she also hopes more people will think about helping with the AIDS epidemic.

"When people think of Africa, they think it is hopeless," Mibenge said. "By telling this story, it will have an effect of showing them there are ways of turning your situation around and making a



Chikoti Mibenge

change in both people who are and people who are not affected by it. My goal in life is to have people change their way of thinking, even for just a moment."

Mibenge came to Wellesley after graduating from the United World College (UWC) in Italy. As a Davis United

World College Scholar, she has had full scholarships to both the UWC and Wellesley. At Wellesley College, she majored in biological chemistry, and worked as an intern at the Partners AIDS Research Center in Charlestown, Mass.

More minority students prepare for higher education

The College Board announced that this past year's graduating class had the most college-bound students taking the SAT® in history, and had the most diverse participation in SAT history.

More than 1.5 million students (1,530,128) in the class of 2009 took the SAT, the most widely used and researched standardized college admission test. Of those, 40.0 percent were minority students. This is an increase from 38.0 percent in 2008 and 29.2 percent in 1999, reflecting the steady growth in SAT minority participation rates.

"We are tremendously encouraged by the increasing diversity of participation in the

SAT," said Gaston Caperton, president of the College Board. "The College Board will continue working together with educators nationwide to ensure all students have the opportunity to confidently pursue their college dreams. As the equity gap narrows, more than ever, the SAT reflects the diversity of students in our nation's classrooms."

On a long-term basis, students' mathematics scores have experienced an upward trend and are now four points higher than a decade ago; conversely, critical reading scores have declined somewhat and are now four points below what they were 10 years ago. This year's college-bound seniors

averaged 501 in critical reading, 515 in mathematics and 493 in writing. In 2008, the average score in critical reading was 502; in mathematics, 515; and in writing, 494. The writing section of the SAT was introduced in 2005. In 2006, the first year the writing scores were reported for the college-bound seniors cohort, the average writing score was 497.

2009 College-Bound Seniors At a Glance

The most diverse group of college-bound seniors taking the SAT on record, this past year's minority participation totaled 612,666 students.

Hispanic students represent

the largest and fastest-growing minority group taking the SAT and now account for 13.5 percent of all SAT takers compared to 7.8 percent 10 years ago.

The number of Hispanic testers over 10 years has more than doubled. Females comprised 53.5 percent of the 2009 test-taking group; males comprised 46.5 percent.

More than one-third (36.1 percent) of SAT takers reported their parents' highest level of education as high school or less.

Moving beyond obstacles

Racial segregation fuels early Black-White achievement gap

Racial segregation of schools, and thereby segregated neighborhoods, appears to be a leading source of academic achievement disparities between young Black and White children, according to research by sociologist Dennis J. Condrón of Emory University.

Analyzing data from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), Condrón examines the perplexing role of schools in narrowing the achievement gap among students of varying social classes while widening the gap between Black and White students. He finds that between the fall and spring of first grade, Black students' reading and math skills fall almost two months behind those of White students.

The data suggest that school factors "especially racial segregation" primarily fuel this early Black-White learning disparity, which stands in contrast to the primary role of non-school circumstances (e.g., family, health, social resources) in fueling achievement gaps by social class.

The research also indicates that regardless of social class, Black students are less often taught by certified teachers than are White students, and Black students are far more likely than White students to attend predominantly minority schools, high-poverty schools and schools located in disadvantaged neighborhoods.



Solutions to the achievement gap

Condrón suggests that "real solutions to the Black-White achievement gap lie far beyond schools and require changes to society more broadly," such as reducing residential segregation and income and wealth inequality between Blacks and Whites. He also highlights the

might undercut such achievement gains.

Sociologist Robert Crosnoe of the University of Texas at Austin finds that low-income students were more likely to be enrolled in lower-level math and science courses when they attended schools with mostly middle- and upper-class students, versus schools with low-income student bodies.

Likewise, low-income students who attended schools with wealthier student populations were more likely to feel isolated and have negative feelings about themselves. These results were even more pronounced for Black and Hispanic students.

Using a sample of low-income public high school students from the National Longitudinal Study of Adolescent Health, Crosnoe

finds support for the theory that students' academic success is a function of how

they view themselves and how others evaluate them relative to the academic skills and performance of their peers.

Crosnoe argues that achieving statistical representation in schools is not sufficient. He asserts that "desegregation efforts must attend to the social integration of students with lower socioeconomic status, as well as their distribution across courses."

"Desegregation efforts must attend to the social integration of students with lower socioeconomic status, as well as their distribution across courses."

need for more studies with both fall and spring data, which would help researchers better understand when and how achievement gaps emerge.

Although past research has linked academic achievement gains to socioeconomic desegregation in schools, a new analysis reveals some hidden academic and psychological risks of integrating low-income students in schools with predominantly middle- and upper-class student populations that

Smith College

Evelyn Boyd Granville, Smith College graduate and first Black woman in the U.S. to receive a doctorate in Mathematics



Evelyn Boyd Granville '45

Evelyn Boyd Granville has been honored as an information technology pioneer and the first Black woman in the United States to receive a doctorate in mathematics.

At Smith, Granville concentrated on mathematics, theoretical physics, and astronomy, graduating *summa cum laude*. At Yale, she received master's degrees in both physics and mathematics in one year before proceeding to her doctorate. She taught at NYU's Institute for Mathematics and Fisk University in Nashville before becoming a mathematician at the National Bureau of Standards.

She joined IBM in 1956 and became a member of the team developing computer procedures for NASA's Vanguard and Mercury projects.

Dr. Granville was honored as a Remarkable Woman at Smith's 125th year celebration.

The One-Day-A-Week Saturday College Women achieving their dreams: over 1,100 success stories

"I knew my career would hit a wall if I didn't return to college." "For years I dreamed of going to college...I just needed a way to make it work."

For many adult women, returning to college is a big step: Can I balance work, family and life? What about studying? Can I afford to go to college? And, the most important question, can I handle being in a classroom?

For 1,100 graduates, they found the answers with the One-Day-A-Week Saturday Program. Introduced in 1999, Bay Path's One-Day program was an immediate success. Its format is accelerated, flexible and focused, allowing women to earn their degree in 1 to 3 ½ years.

The fact it's offered only on Saturdays is a plus—women can carve out their week and develop a schedule where college "fits in." Time and again, the women also point to one thing—the incredible support system in the One-Day program. It motivates them to earn their degree and achieve their dreams!

This year marks the 10th Year Anniversary of the One-Day-A-Week Saturday College. With an enrollment of over 900 women, the program offers degrees in business, psychology, liberal studies, education, legal studies, and criminal justice at three campuses: Longmeadow, Sturbridge/Charlton, and Burlington, Mass. Of the 1,100 One-Day students who have earned their degree, a significant number of them continue their educational journey by enrolling in one of Bay Path's many graduate programs. Ultimately, the program's suc-

cess is reflected in the many graduates who have literally transformed their lives, careers and communities...one story at a time.

To be inspired, read one of our many success stories of One-Day students and alumni by visiting baypath.edu/stories. Call 800.782.PATH (7284), or e-mail oneday@baypath.edu to learn more about the One-Day program; for information on Bay Path's graduate programs e-mail graduate@baypath.edu.

Baypath College

12



It's About Time!

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Northeastern University



Northeastern student Drew McConnell, practices writing Arabic with Shaker Mustafa, associate academic specialist. Photo: Craig Bailey

Language, key to competitiveness

For Northeastern student Drew McConnell and thousands of other students at Northeastern, learning how to speak a foreign language has become as important as studying the introductory courses in their majors.

Some 1,450 students are taking at least one of 13 language courses, including Swahili, Northeastern's latest addition to its language menu.

Since the creation of the World Languages Center in 2007, the University has set new enrollment records in languages each semester.

Mastering a foreign language has become almost a necessity for the more globally aware Northeastern student, said Dennis Cokely, the director of the World Languages Center, adding that Northeastern also offers several novel language courses, including a Spanish class that focuses on medical vocabulary for health care professionals.

"The explosion of majors such as international affairs, which encourages students to explore the world, the tremendous growth of the Dialogue of Civilizations program and the increased number of students going abroad have combined to give us a student population that realizes that the way to succeed is by learning other languages and becoming familiar with other cultures," said Coakley.

MIT

MIT's wheelchair tennis champion

Until three years ago, Marcus Causton, 31, a graduate student in MIT's engineering logistics program, hadn't played much tennis. But after a rock-climbing accident in Wales five years ago left him paraplegic, he took up wheelchair tennis. Since it can be played on any court using regular rackets and balls, Causton can hit with anyone — even able-bodied players. The only difference is that wheelchair players are allowed two ball bounces on their side of the net rather than one.

"You can do it on your own terms; you don't have to rely on a team," Causton explained recently as he prepared to hit some balls at MIT's James B. Carr Tennis Center, an indoor facility otherwise known as "the Bubble." He was waiting for Spritely Roche, the assistant coach for MIT's men's tennis team, to play.

Causton recently won the Men's Open singles division at the National Collegiate Wheelchair Tennis Championships in Alabama, where he represented MIT as the number-one seed in the Tier 1 singles competition.



Marcus Causton

Boston University



Paul Rusesabagina

Role models of success

The Howard Gottlieb Archival Research Center at Boston University (BU) honored real-life hero of Hotel Rwanda Paul Rusesabagina and distinguished poet Sonia Sanchez

Rusesabagina was installed as a Martin Luther King, Jr. (MLK) Fellow and will speak on his experience in Rwanda over the last 10 years, recounting his heroic achievements of sheltering over 1,200 refugees.

Renowned poet Sonia Sanchez was installed as the Coretta Scott King Fellow.

The awards ceremony included a roundtable discussion on MLK's lasting influence on the educational discipline of Humanities and our society with special guest Christine King Farris, Associate Professor of Education at Spelman College and MLK's sister.



Sonia Sanchez

Berklee College of Music ¹³



Alexander Acha holds the Distinguished Alumni Award he received at the Berklee Canta en Español songwriting contest in Mexico City. Photo by Tony Francols.

Berklee alum wins Latino Grammy

Berklee alumnus Alexander Acha '03, whose debut album, *Voy*, reached gold status, was named Best New Artist at the 10th Annual Latin Grammy Awards, held last night at the Mandalay Bay Events Center in Las Vegas.

Three other Berklee alumni were nominated for awards this year. Drummer, composer, and educator Bobby Sanabria '79 received a nomination in the Best Latin Jazz Album category for *Kenya Revisited Live!!!*. Aureo Baqueiro '92, a producer and composer who has worked with artists including Sin Bandera and Aleks Syntek, was nominated for Producer of the Year. The album *Grandes Pequeninos* by Jair Oliveira '97 was nominated in the Best Latin Children's Album category.

Since the Latin Academy of Recording Arts and Sciences founded the awards in 2000, 13 Berklee alumni have received 35 Latin Grammy Awards. Sixty-two Berklee alumni have received 176 Grammy Awards.

George Hargrove at STCC

George Hargrove, wrestling standout at STCC, intends to better his score this year at the wrestling championships. Last year, he came in second in the nation.

The 20-year-old Springfield resident is the subject of a documentary titled *George: Wrestling with Resistance* which had its premiere screening recently at the Naismith

Basketball Hall of Fame.

The documentary was filmed, edited, and produced by Tim O'Donnell, Hargrove's wrestling coach at Springfield Central High School, who is also chair of the art department at Central. The film is also a positive look at the city of Springfield and its teachers, mentors, coaches, and students.

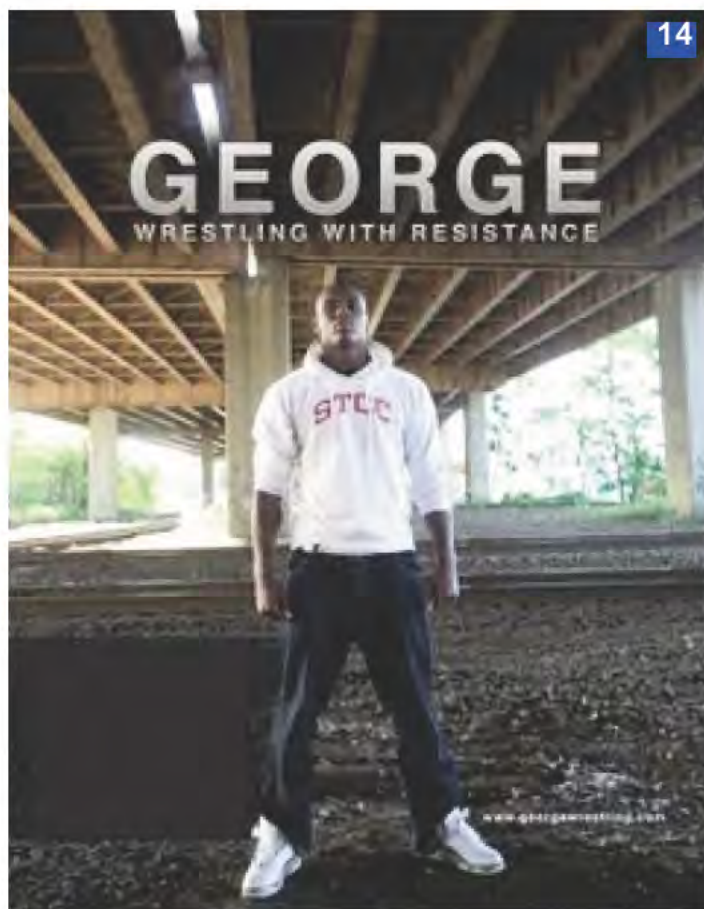
Dora Robinson, STCC Board member



Dora D. Robinson

Dora D. Robinson, President and Chief Executive Officer of the United Way of Pioneer Valley, has been appointed by Governor Deval Patrick to the Board of Trustees of Springfield Technical Community College. She was appointed to a five-year term on the board.

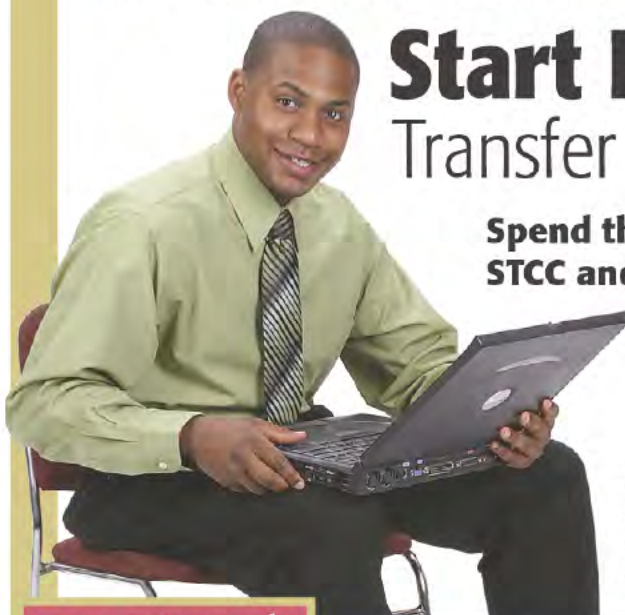
"I am honored to serve as a trustee on such a prestigious board and to help Springfield Technical Community College grow in this time of great change and opportunity," said Robinson.



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as \$50,000!**



Shomari Levy
STCC Class of 2008,
Business Administration.
Attending Howard University

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Teachers talk about teaching

Celebrating UMass University Without Walls (UWW) Elementary Licensure Program's fifth anniversary with an Educator's Forum, was keynote speaker Dr. Raymond Sharick, principal of Fort River Elementary School, Amherst, Mass.

Dr. Sharick spoke on "Encouragement for Public School Educators". He said that his experience shows him that the quality of the teaching is what makes the most impact on students, and stressed the importance of reaching each individual child. He reflected on his involvement in planning UWW's ELP curriculum, which brings paraprofessionals and other adults to UMass to finish their bachelor's degrees and become licensed teachers.

Kicking off the discussion was Gilbert Gordon (left) 7th grade math teacher, New Leadership Charter School, Springfield, Mass. Next, Diane Zamer (middle) 5th grade teacher, Homer Street School, Springfield, Mass spoke about getting her Master's degree through the Collaborative Teacher Education Program. Then commenting on Hampshire

Educational Collaborative and grad school was Linda Singer (right) certified special education teacher for highly challenged 6, 7 & 8th graders,

Longmeadow, Mass.

Panelists shared the realities of public school education careers, classroom teaching, graduate school, obtaining



Springfield Academy For Excellence (SAFE), Springfield, Mass.

Sharing valuable tips on teaching were Patricia Graziano, 3rd grade teacher, Milton Bradley Elementary School, Springfield, Mass. and Judy Lavin, kindergarten teacher, Meadowbrook Elementary School, East

licensure through alternative routes, and the children they feel privileged to teach. They spoke about challenges they face daily, including managing classrooms so that learning can happen for all children, budgetary constraints and short supplies. They talked of methods they use to calm noisy classrooms that involve low lights,

soft music, and guided imagery, and the importance of "hallway talks" when a student seems troubled. It was agreed that for many students, the structure and routine of their time at school are needed.

The speakers all felt supported and encouraged by their schools to continue their own education, cautioning it was important to take the time to become accustomed to your new role as a teacher before taking on graduate school.

UWW's Dr. Liz Brinkerhoff said, "By working with UMass Amherst School of Education UWW has been able to make available courses needed for licensure and bachelor's degree completion. These panelists are part of a wonderful group of UWW graduates that teach our children."

She continued "Funding from the state helps many UWW students return to school. This funding is still available through the Paraprofessional Teacher Preparation Grant."

For details on funding and UMass UWW Elementary Licensure Program visit www.umass.edu/uww or call 413.545.1378.

"...the quality of the teaching is what makes the most impact on students, and stressed the importance of reaching each individual child."

Dr. Raymond Sharick, principal of
Fort River Elementary School, Amherst, Mass.



Brimmer and May--see story on page 17

Celebrating the power of private school

BANCROFT
SCHOOL



Bancroft School is an independent, coeducational, college-preparatory day school that has been educating students in kindergarten through grade 12 since 1900 - serving Metro-West and Central Massachusetts. At Bancroft we believe that, in order to fulfill our mission, a healthy diversity must define the School. We strive to create a diverse and inclusive community in which each individual is safe, known, and valued. Visit us at www.bancroftschool.org for more information.

110 Shore Drive, Worcester, MA 01605

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Western New England College

(see page listing for the schools in the purple column to the left)

Brimmer and May

Brimmer and May students and two teachers visit Senegal

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Brimmer and May

Brimmer and May is a coeducational, independent, nonsectarian, pre-kindergarten through grade twelve day school, located in Chestnut Hill.

Brimmer and May's educational philosophy places the student at the center in the classroom. Teachers at every level focus on actively engaging students in learning. Students take responsibility for leading discussions and are encouraged to demonstrate what they have learned through individual and collaborative projects and exhibitions.

The new Honors Program offers Middle and Upper School students an intellectual extension to the required class work with additional focus on creative problem solving, independent thinking, extended

research skills, and application of learned content and skills.

The rigorous curriculum emphasizes global education, preparing students with the skills needed to be successful citizens and leaders. Beginning with the study of world languages in pre-kindergarten and continuing with global studies in the Middle and Upper Schools, the curriculum reflects the school's belief that today's students must be fully conversant with other peoples, cultures, and languages.

An innovative World Languages program introduces French to all students in pre-kindergarten and gives students the choice of studying French or Mandarin beginning in grade five, with the addition of Spanish in grade six.



In March, a group of Brimmer and May students and two World Languages teachers visited Senegal for 10 days to learn about its people and culture. The Winterim group worked with Senecorps to paint the wall of a school under construction.

Upper School students participate in Winterim, a study tour program that takes place every other year and gives students the opportunity to travel to and explore various cultures and places. This year, students traveled to China, Senegal, Belize, Spain, England, and France, and volunteered for Habitat for Humanity in Alabama.

The new Creative Arts

Diploma Program provides Upper School students with the opportunity to focus on chosen art forms including Photography, Musical Theatre, Theatre, Visual Art, Creative Writing, Music, and the tools to create a portfolio documenting their work.



Middle/Upper School Open House:
Sunday, November 1 from 1 p.m. - 4 p.m.

Walk-In Wednesdays
Lower, Middle, and Upper Schools
Each Wednesday from November 4, 2009 through March 3, 2010
8:15 a.m. - 10:00 a.m.


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Pre-K-12

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- Global education
- Development of ethical decision-making skills

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www.brimmerandmay.org
617-738-8695

nemnet MINORITY RECRUITMENT

Established in 1994, nemnet is a national resource organization that assists institutions in the identification and recruitment of minority teachers, administrators and coaches.

Each year, nemnet works with over 350 schools [Public, Private, K-12 & Higher Ed.] and serves over 2000 minority candidates in their search for employment.

nemnet offers a variety of recruitment programs and services, all are designed to leverage technology to provide schools with greater exposure and access to qualified minority candidates.



Recruitment Programs and Services include:

- Access to over 2000 qualified teachers, administrators and coaches of color
- On-line Job Posting
- National Minority Candidate Resume Database
- Regional Diversity Career Fairs
- Diversity Training & Consulting . . . and more.

2009-10 New England Full Member Schools:

Beaver Country Day School
Belmont Hill School
Brooks School
Buckingham Browne & Nichols
Gordon School
Greenwich Academy
Gunnery School
Hotchkiss School
Lexington Montessori School
Meadowbrook School
Miss Porter's School
Phillips Academy Andover
Phillips Exeter Academy
Pike School
Pomfret School
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Roxbury Prep Charter
Shady Hill School
St. Luke's School
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Diversity Training, Consulting, Counseling and more!

2010 Diversity Career Fairs:

Atlanta, GA	January	30
Boston, MA	February	6
Wash, DC	February	13
Newark, NJ	February	20
San Fran, CA	February	27
Dallas, TX	March	6

Mother Caroline Academy

Shore Country Day School

Parent involvement is critical to student success.

Many schools across the nation are making a concerted effort to establish relationships between teachers and parents. There are a myriad of barriers that prevent those relationships from occurring. The challenge is even greater in urban schools.

A qualitative case study by Dr. Ingrid Tucker examined the impact of volunteer teacher perceptions and attitudes on establishing relationships with urban parents at an all girls' middle school in the inner city.

The study specifically investigated the beliefs of volunteer teachers before and after their participation in the study. The study will also examine whether teachers considered parents as an integral part in supporting their children's learning as a result of their participation in the study.



Ingrid Tucker

Five volunteer teachers, a master teacher and the parent coordinator participated in the study

over the course of a year and a half. The data from this study showed that despite cultural

and socio-economic differences, volunteer teachers can work with urban parents.

The findings indicate volunteer teachers do value parental involvement. Teachers believe with continued professional development, they can establish authentic relationships with parents.

Teachers in the study reported that parents want the best for their children. Teachers indicated that their relationships with parents are critical to student success.

The findings of this study will provide implications for educational practice, policy, future research and researchers' leadership. For more information, contact Ingrid Tucker at (617) 427-1177.

Be Sure...

... your child will learn, grow and thrive in the important early years of education.

... the school you choose will be a good fit for your child and your family.

... teachers will truly know and support your child.

... your child will become confident, ready to meet life head on.

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We are Boston's premier inner city all-girls **Academy** for grades 5 to 8. MCAEC offers a *tuition-free* program that provides a quality education to develop the potential of each student and prepare her to succeed in competitive secondary schools.

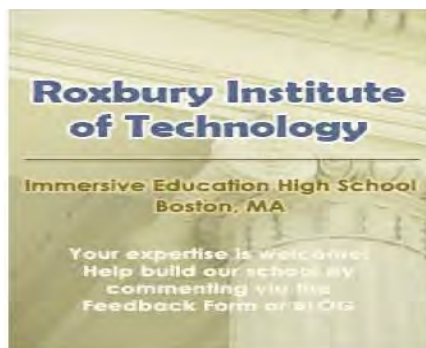
The **Adult Education Center** empowers parents and other adults to achieve their greatest personal and economic potential. Programs are offered in GED preparation, ESL, and Computer literacy.

The **Shining Star After School Program** is a reading and writing program for boys and girls in grades 3-4 that prepares them for acceptance into challenging middle schools.



Accredited by the Association of Independent Schools in New England
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MOTHER CAROLINE ACADEMY AND EDUCATION CENTER



"Very few people in the world have access to this kind of technology"



Wes Williams, K12 Liaison, Immersive Education Initiative



Sis Virginia Morrison
Executive Director
NDC Grove Hall



Wes Williams, EdM
Executive Director
Immersive Education High School

Co-founders, Roxbury Institute of Technology



Aaron Walsh, Director, Immersive Education Initiative
<http://ImmersiveEducation.org>



London, UK- A vote was taken by the board of the Immersive Education Initiative to form an articulation agreement with the Roxbury Institute of Technology which would insure the delivery of technology that very few in the world have access to.

Welcome to the:

Roxbury Institute of Technology **'Immersive Education High School'**

Our mission is to provide a second chance for high school age learners who have not found success in their lives. Incarcerated, court involved and at risk learners, as well as Advanced Placement/Honors students with an interest in technology will be encouraged to apply. Limited boarding facilities will be provided for students who are not thriving in their present living arrangements. Each student will be provided with a personalized strategic learning and lifestyle change plan. He/she will be appointed a personal board of directors/mentors who will help them mitigate their way through the roadblocks presently in their lives.

Contact: Wes Williams, EdM Call: 857-294-7527
Email: WesleyWilliams@post.harvard.edu
Info: <http://RoxburyInstituteofTechnology.org>

The Roxbury Institute of Technology is a proposed charter public high school with student boarding facilities. The school will offer traditional educational services delivered over an Immersive Education platform. The teaching faculty and the student body have partnered with an international collaboration of universities, colleges, research institutes, consortia and companies that are working together to define and develop open standards, best practices, platforms, and communities of support for virtual reality, and game-based learning. The founding group seeks a public charter from the Massachusetts Department of Education for a September 2011 opening.



The MacDuffie School

The MacDuffie School holds International Open House

The MacDuffie School is a co-educational, independent school for students in grades 6 through 12. It is truly a setting where students and faculty thrive. The school's rich liberal arts and multicultural curriculum enables students to grow to their fullest potential as global thinkers and leaders.

During the course of the year, the school will have a series of themed Open House events. Check the website for upcoming events and Open House dates and times.

One MacDuffie graduate, Stacia Martin and her mother, Alex Martin stopped by the International Open House to wish everyone well. Stacia recently published a book and looks forward to sharing it with MacDuffie students and others across the world.



The MacDuffie School recently held its International festival themed Open House with displays by MacDuffie students. Shown with students are Linda Keating (far left), MacDuffie school director of admissions, Janine Fondon (second from left) parent liaison, and John Hoyte (third from right) a representative from Springfield Caribbean community.



Stacia Martin

Invest in your child's future at The MacDuffie School



What if your child could go to a school where...

- The average class size is 11 and the student teacher ratio is 7/1?
- Students are respected as individuals and encouraged to explore their interests in athletics, the arts, civics, and the community?
- Subjects are taught in the classroom and discovered in the world through field trips to universities, theaters, museums and community service organizations?
- All students graduate and enroll in competitive four year colleges?

What if your child could go to MacDuffie?

Contact admissions@macuffie.org to schedule a campus tour and learn more about opportunities for your child at MacDuffie.

www.macduffie.org One Ames Hill Drive, Springfield, MA 01105
Contact admissions for more information. admissions@macduffie.org 413-734-4971

Did you get the H1N1 Vaccine ?

A national poll from Harvard School of Public Health (HSPH) researchers found that a majority of adults who tried to get the H1N1 vaccine for themselves or their children have been unable to do so.

The poll, which examines the American public's response to the H1N1 vaccine shortage, is the fifth in a series of surveys of public views concerning the H1N1 flu outbreak undertaken by the Harvard Opinion Research Program at HSPH. The polling was done October 30 to November 1, 2009.

Challenges to Getting H1N1 Vaccine

Since the H1N1 flu vaccine became available in October, 17% of American adults, 41% of parents, and 21% of high-priority adults have tried to get it. Among adults who tried to get it for themselves, 30% were able to get the vaccine and 70% were unable to get it.

Among parents who tried to get the H1N1 vaccine for their children, 34% were able to get it and 66% were unable to get it.

Among high priority adults who tried to get the H1N1 vaccine, 34% were able to get it and 66% were unable to get it.

Parents in this poll include those with children 6 months to less than 18 years. High-priority adults include adults who live with or care for a child less than 6 months of age, pregnant women, health care and emer-



gency health personnel, and adults 25-64 with health conditions associated with higher risk of medical complications from influenza, such as asthma or heart disease.

The poll also shows that some people were not able to find information about the location of available H1N1 flu vaccine. Approximately half who tried to find such informa-

Get H1N1 Vaccination

The poll suggests that nearly a third (29%) of those who have tried and could not get the vaccine (either for themselves or for their children) are very frustrated. That said, most who have tried and not been able to get it yet (91%) say they will try again this year to get the vaccine for themselves, their chil-

Americans (82%) believe there is a shortage of H1N1 vaccine in the United States, and approximately 4 in 10 (41%) believe this is a major problem for the country. More than half of adults (60%) believe there is a shortage of H1N1 vaccine in their community.

Forty percent believe there will still not be enough H1N1 flu vaccine by the end of

More than half of adults (60%) believe there is a shortage of H1N1 vaccine in their community.

tion (49%) were unable to find it.

"These findings suggest that the nationwide H1N1 vaccine shortage is presenting a real challenge for those who have tried to get the vaccine," said Robert J. Blendon, Professor of Health Policy and Political Analysis at HSPH, who co-directed the poll.

Personal Reactions to the Experience of Trying to

dren or both.

"Public health officials who are encouraging H1N1 vaccination may be relieved to see that most people who have so far been unable to get the vaccine say they will try again," said Blendon.

Response to H1N1 Vaccine Shortage Overall

Looking more broadly at the issue of vaccine shortages, most

November for everyone in their community who wants it. Nearly a quarter (24%) say it will be a very serious problem for them and their immediate family if the H1N1 vaccine is not available by then.

This is the fifth in a series of surveys of public views concerning the H1N1 flu outbreak undertaken by the Harvard Opinion Research Program (HORP) at HSPH.

Another Voice



Parent to Parent

by Mable Lene Sharif

Empowering parents to help prevent their children from drugs or substance misuse.

Parents there are too many children under the age of twelve who are lacking love, guidance, discipline, good values and proper attention. If children do not get the proper nurturing at a very early age they might turn to drugs, violence or act out other bad behaviors to stop their pain.

Some parents may neglect their children because they are trying to keep food on the table, paying rent or mortgage or trying to keep clothing on their children. Parents stop for a moment to think of ways to include your children in your busy schedule before it is too late. If our children are to have a future without killing each other or going to jail, parents or some other adult must reach out to the children at an early age to instill values, direction, guidance, discipline and much love.

I am not saying that every child who get caught up in bad behaviors do not have good parents. There are just too many children who are acting out bad behavior that they have learned from someone in this society. Children behavior often reflects that which they are exposed to, whether from parents, their environment or the world they live in.



Shown above are D.R.E.A.M studios students dancing with Madai Williams (shown third from left), who recently won the opportunity to play young Nala in the Lion King's North American tour.

When children see and hear parents argue and act out in a violent manner the situation cause pain to the child. When one parent prevents their child from seeing the other parent, the act causes pain to the child. There are children in pain for a number of reasons. Since some drugs are used to stop pain, children might turn to any type of drugs just to do what they feel is necessary to get rid of the pain.

There is enough blame to go around for all of the youth killing youth, drug use, and disrespectful behavior for human beings. I believe a combination of love instilled in our youth, proper guidance, discipline, good values, nurturing and proper attention would help to eliminate a lot of the problems we are all faced with involving youth. So if each adult would reach out to teach and protect at least one child I believe some of the violence would decrease in great numbers.

Students from Springfield participate in Harlem Renaissance Revisited



Congratulations to Springfield's Michael Carter Jr. and Nikai Fondon for their performance in Harlem Renaissance Revisited at Boston College. Carter is a student at Northeastern University and Nikai is a student at The MacDuffie School. Haywood Fennell, creator of Harlem Renaissance Revisited praised their performances and encouraged them to pursue their dreams.

Barack 2.0



David Bullock

From social network to business success

The Western New England College Law and Business Center recently held a forum on the power of social networks.

David Bullock, co-author and creator of Barack 2.0 created the field model for the effective deployment of social media based on the 12+ month study of the historic 2008 Barack Obama Presidential campaign.

According to Bullock, this data was gathered during the campaign month by month. "This study is not a speculative look back in an attempt to reconstruct the steps and nuances of the campaign as an afterthought," notes Bullock.

Through the use of podcasts, blog posts, screen shots, power-point presentations, and links to over 100 documents, David and his co-author set all politics aside and pulled apart Obama's social media strategy, extracting the lessons, tools and insights your business needs to survive and thrive in "Web 2.0".

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5:30pm, January 14



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Women, Ethnicity and Entrepreneurship

The Western New England College Law and Business Center for Advancing Entrepreneurship recently held a forum on Women, Ethnicity, and Entrepreneurship. As part of the panel, Andrea Smith-Hunter, Associate Professor, Marketing and Management for Siena College, stressed that the challenge for women's business owners is to employ more people.

Smith-Hunter notes that of women of color entrepreneurs, African American women own the most small businesses and Asian women employ the largest numbers of employees, followed by Latina business owners. She also noted that women are launching more businesses than men.

The success of women of color entrepreneurs, as Smith-Hunter explain will be their ability to reach out to people who can really help them and then identifying how to get access to the capital and resources they need to be successful.

"In most communities, there needs to be more opportunities for resource sharing and increased mentoring activities for women of color business owners," she adds.

Earlier this year, the Federal Center for Women's Business Research named Smith-Hunter to an advisory group for the new White House Council on Women and Girls. The group will formulate new policies and procedures to ensure that all Cabinet-level agencies consider their impact on women and families.

The ultimate impact, Smith-Hunter believes, could extend far beyond the walls of federal agencies. "Our goal is to build a model that encourages and sustains women entrepreneurs from varying backgrounds in differing economies," Smith-Hunter said. The model could, for instance, encourage entrepreneurship training for girls and women at many educational levels, from middle school to college and beyond.



Andrea Smith-Hunter

EXTREME Business Makeover 2009

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**Law and Business Center
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Friday, December 4, 2009

12:00 noon – 1:30 p.m.

**NUVO Bank Community Room
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Join us for this fascinating look at how to take a start-up business to the next level. Watch **Fitness Together** gain advice on growing its client base and profit margins from a panel of experts in law accounting, marketing, finance, and more.

Fitness Together
Northampton, MA

Fitness Together offers clients private, personal training that combines holistic-based exercise, nutrition programs, and encouraging mentorship. Clients at Fitness Together not only have a trainer to help every step of the way, but also have their very own private training room that provides a safe, effective way to achieve their fitness goals in a supportive atmosphere.

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