EHE Office of Research Newsletter

Spring 2011

STEM Education Efforts Expand in the College!

Strayhorn

Everyone is talking about STEM. We know the future of the U.S. economy depends on the young people of today becoming the scientists, engineers, mathematicians and technology innovators of tomorrow. As educators, we focus on capturing and nurturing the interest of our students to join the STEM disciplines.

Terrell Strayhorn (Educational Policy and Leadership) joined the EHE faculty last autumn and has rapidly contributed to the college's emphasis on STEM education. He is leveraging his 5-year, $500,000 NSF CAREER Award titled, "Investigating the Critical Junctures: Strategies that Broaden Minority Participation in STEM Fields." This project investigates the participation of women and minorities in science and other technical fields. Dr. Strayhorn's goal is for this study to serve as a catalyst in diversifying the STEM workforce to include increased numbers of underrepresented students and faculty. Data from the project are being shared with policymakers, school administrators and politicians and are likely to influence discussions about U.S. competitiveness in the global economy.

In October 2010, Strayhorn presented at the 40th Annual Frontiers in Education Conference in Washington, DC. He was also an invited speaker at the African American Male Pipeline Symposium at Educational Testing Service (ETS) in Princeton, NJ. Strayhorn explained how his findings can translate into educational policy with regard to access, reducing the achievement gap, and promotion for the success of minority males to about 300 state policy makers and politicians. As a direct outgrowth of speaking at the ETS symposium, he was invited by New Jersey's Commissioner for State Education to address school administrators who had implemented policies to strengthen education programs in science and math to assure optimal alignment with higher education.

The Association for Public Land-Grant Universities (APLU) also launched their Minority Males in STEM Initiative funded in part by the Sloan Foundation. Dr. Strayhorn was appointed as lead consultant to the project. He is also actively working with an ETS project that brings together members of the national urban leagues. Specifically, Tennessee and Ohio have state-wide meetings that assemble parents and school educators to discuss the new requirements for math and science, their implementation, and effective strategies to assist with student preparation and success. Recognizing that encouraging parents to nurture their children's interest in STEM is a pathway for increasing interest among minority males, Strayhorn's favorite story is about a young minority male who said that his interest in STEM was sparked when he broke his first toy. The boy was encouraged to take the toy apart, identify and correct the problem and put it back together. Thus, an encouraging nod from a parent induced the interest of this budding engineer.

"I have never met a parent who said they didn't want their child to succeed," said Strayhorn. "The difference is, some parents don't know how to help their child succeed." Impressed by the currency of the topic across the nation and having so many influential leaders concerned about the status and success of minority males in higher education, Strayhorn hopes that his research will continue to serve as a national resource for identifying opportunities for children to experience success. This in turn is expected to provide minorities and particularly minority males with greater access and success in STEM disciplines.

More News on STEM

In addition to the wonderful work Dr. Strayhorn is doing with high school minority students in STEM disciplines, other EHE faculty are also:

- working in schools to improve teaching and learning in science and mathematics;
- making us a leader in digital libraries and digital learning resources for teaching STEM;
- using coaching across the curriculum to improve teaching and learning in STEM disciplines;
- working with higher education to increase access and success of minorities in STEM;
- collaborating with content experts in the sciences, engineering and information technology to enhance the quality of education in STEM disciplines; and
- mentoring the next generation of STEM educators and scientists, as evidenced by student participation and success in the Denman and the Hayes research forums at Ohio State.

Mathematics Education Conference Yields Multiple Benefits

Local arrangements committee (l to r): Jennifer Czocher, Sarah Gilchrist, Candace Joswick, Scott Zollinger, Dr. Douglas Owens, Jenna Tague; Dr. Azita Manouchehri, Pingping Zhang, Manjula Joseph, Yating Liu. Not pictured: Scott Coniam, Ryan Harrison, Jennifer Harrison, Carla Higgins, Brian Morton, Ravi Somayajulu

(l to r): Patricia Brosnan, Azita Manouchehri, Lucia Flevares, Diana Erchick.

EHE's efforts to recruit high-quality graduate students were markedly enhanced as a result of hosting the Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education at Ohio State in October 2010, according to Professor **Azita Manouchehri (Teaching and Learning).** Twelve EHE graduate students and six EHE faculty presented their research projects at the conference, and their presentations withstood "robust examinations from external reviewers," said Manouchehri, who served as Conference Chair. "Without our graduate students taking ownership…this conference could not have happened. Its organization was truly a collaborative effort."

The mathematics education research community is relatively young with clusters of special interest groups around the world. "This conference brought many voices to the table, ranging from the cognition folks to the teacher education folks," Manouchehri said. "That is important since we are still at an early stage of conceptualizing what it means to teach and understand mathematics."

More than 450 participants from 15 countries representing more than 164 research universities provided a meaningful voice for math education researchers. Manouchehri hopes that reaching across the various mathematics research communities will eventually lead to their ability to build a coherent and precise theoretical model of learning and teaching mathematics, including accounting for the many critical variables that influence these domains.

Professor Manouchehri gives a special thanks to the following colleagues who assisted in ensuring the high quality of this prestigious conference: **Patricia Brosnan, Diana Erchick, Lucia Flevares, Doug Owens** and **Yating Liu.**

Contents

Family History = Prescription for Math and Reading Intervention

Petrill

Hart

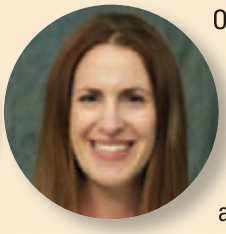
It is likely that you have provided physicians with your family's history of illnesses and chronic diseases. What do family histories have to do with math and reading? Professor **Steve Petrill** and PhD candidate **Sara Hart (Human Development and Family Science),** are recording family histories of difficulties with math and reading as soon as children enter the classroom. They are examining whether a familial history of reading and math disability requires a different intervention for a child compared to a child who simply has not had sufficient exposure to numbers and letters. Thanks in part to the support Sara received for her dissertation research from the **Lucile and Roland Kennedy Scholarship Fund,** she has already authored 13 peer reviewed journal articles and a peer reviewed chapter. This is a most impressive record of scholarship for a doctoral student.

"Discovery" Generates Interest in STEM

What do a water wheel, a wind turbine and a solar cell have in common? One thousand ninth and tenth graders in Northwestern Ohio and Fayetteville, NC, investigated the effectiveness of these renewable energy sources as part of the ***It's About Discovery*** program. Funded by the National Science Foundation, the three-year grant directed by **Dean Cristol,** Associate Professor of **Teaching and Learning** at **Ohio State-Lima,** engages underserved, rural high school students in science, technology, engineering and mathematics (STEM) subjects to encourage entry into STEM careers.

Cristol

Initially, 12 ninth grade students at Lima Bath High School were hesitant as they began the assembly of energy models according to **Shaun Blevins,** their general science teacher. The students had not previously experienced this type of lab that required the assembly of complex energy models. Despite the challenges, the students arrived motivated on the second day and continued building their models. Using spring scales to measure energy output, the students reported that they enjoyed the hands-on learning that could be related to current energy issues in the news. The participation of community professionals in STEM disciplines to speak with students also provided students with the opportunity to learn the importance of STEM in their daily lives.



Collier-Gibson

Ohio Director **Brittany Collier-Gibson** says that she, Cristol and the rest of the leadership team chose the Ford Partnership for Advanced Studies (PAS) curriculum, Working Towards Sustainability, because it aligns well with the Ohio academic content standards and promotes critical thinking about STEM-related content. ***It's About Discovery*** is a partnership between The Ohio State University, the University of North Carolina-Greensboro and Fayetteville State University. Cristol's leadership team includes **Christopher Andersen,** Director of STEM Initiatives, OSU College of Arts and Sciences, and **Lynn Sametz,** Associate Director of the Center for Youth, Family and Community Partnerships, at the University of North Carolina-Greensboro.

$46 Million Grant Will Help Ohio State Expand Reading Recovery

Ohio State University received a $46 million grant from the U.S. Department of Education to expand an early intervention program for first-graders who struggle with reading. The grant will allow the College of Education and Human Ecology and its 14 partnering universities in the U.S. to build on the success of the Reading Recovery program. **Jerome D'Agostino (Educational Policy and Leadership)** is leading the project with **Emily Rodgers** and **Patricia Scharer** (both in **Teaching and Learning)** serving as project co-directors.

D'Agostino

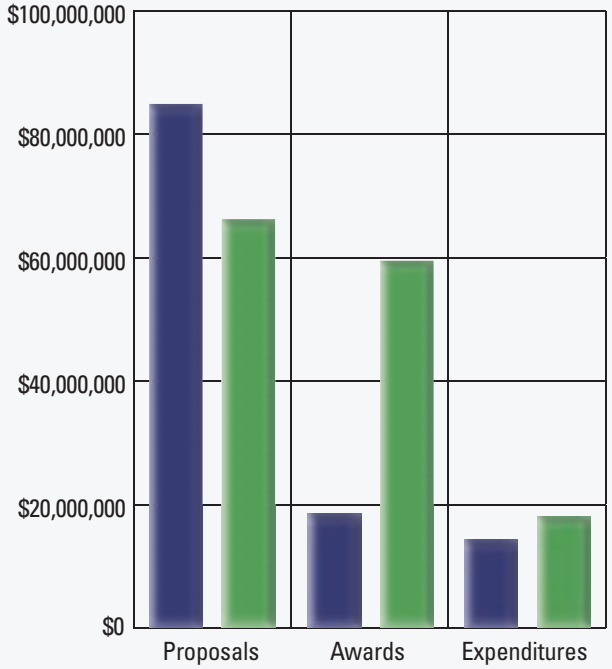
Rodgers

Combined with an additional $10 million in matching funds raised by the university, the $55.6 million total will enable training of 3,750 teachers over the next five years to become Reading Recovery teachers. As a result, 90,000 first-graders will receive Reading Recovery's intensive one-on-one daily tutoring.

Scharer

Externally Funded Grants

Grants: July-March FY10 vs. FY11



Awards during the first nine months of FY11 have tripled over the same period of FY10. Collectively, EHE faculty continue to submit more proposals to agencies and receive funding with increased indirect costs. Congratulations and keep up the great work!

Beyond the Oval

Achterberg

Dean Cheryl Achterberg worked with 12 prominent medical and scientific researchers on the advisory committee to suggest revisions to the **2005 Dietary Guidelines.** The U.S. Departments of Agriculture and Health and Human Services unveiled the 2010 guidelines in Washington, DC on January 31. The new guidelines are meant to promote health, reduce the risk of chronic diseases and reduce the prevalence of being overweight and obese by recommending Americans eat less, consume more plant-based foods, eat less salt and consume fewer sugary beverages.

Bloome

David Bloome (Teaching and Learning) was inducted as a Fellow in the American Educational Research Association for his exceptional contributions to and development of research opportunities and settings in literacy and language education. He is the fifth EHE faculty member to be named an AERA fellow since the program began in 2009.

Haury

David Haury (Teaching and Learning) was selected as a new Fellow in the American Association for the Advancement of Science. His research focuses on teaching science through inquiry, the teaching of evolution in schools and teacher understanding of the nature of science.

Kimball

Congratulations to **Bruce Kimball (Educational Policy and Leadership)** who received a rare honor for education scholars–the Guggenheim Fellowship. Dr. Kimball is only one of two education fellows to be awarded in 2011. What's more, it has been 11 years since the last fellow was selected from a faculty of education and he is the only fellow chosen from Ohio State this year. His research project will examine how fundraising and endowments have influenced the development and competitiveness of institutions of higher education.

EHE Research Presented Around the World

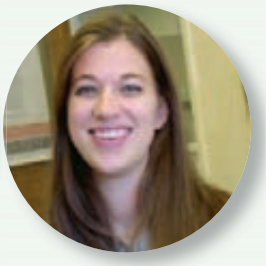
Eleven faculty received International Travel Awards ($500 each) from the EHE Office of Research to present their research at 9 different international conferences in 8 countries during FY11. Thank you for representing EHE around the world!

Faculty Name	Academic Unit	Conference Name, Dates	Location
Caezilia Loibl	Consumer Sciences	European Master's Program in Consumer Affairs, June 2011	Munich, Germany
Leslie Stoel	Consumer Sciences	Global Marketing Conference, September 2010	Tokyo, Japan
Xin Feng	Human Development and Family Science	Biennial Meeting of the Society for Research in Child Development, March-April 2011	Montreal, Canada
Jackie Goodway	Physical Activity and Education Sciences	Physical Education and Sport: Challenges and Future Directions, June 2011	Shanghai, China
Weidong Li	Physical Activity and Education Sciences	Physical Education and Sport: Challenges and Future Directions, June 2011	Shanghai, China
Sue Sutherland	Physical Activity and Education Sciences	Physical Education and Sport: Challenges and Future Directions, June 2011	Shanghai, China
Brian Turner	Physical Activity and Education Sciences	18th European Association of Sport Management Conference, September 2010	Prague, Czech Republic
Chris Zirkle	Physical Activity and Education Sciences	The Future of Vocational Education & Training in a Changing World, September-October 2010	Cologne, Germany
Lynley Anderman	Educational Policy and Leadership	International Conference on Motivation, August-September 2010	Porto, Portugal
Ann O'Connell	Educational Policy and Leadership	International Conference on the Teaching of Statistics, July 2010	Ljubljana, Slovenia
Mary Bendixen-Noe	School of Teaching and Learning-Newark	4th European Conference on Games-Based Learning, October 2010	Copenhagen, Denmark

Student Achievements (and their advisors) Shine!

Graduate Students

Gray



Vincent

Hicks

DeLeon Gray (**Eric Anderman, Educational Policy and Leadership**) was awarded three fellowships for his dissertation year; unfortunately, he could only accept two. The Spencer Foundation Dissertation Fellowship and the EHE Dissertation Year Fellowship will jointly fund his dissertation year, but he had to decline the American Educational Research Association's Minority Dissertation Fellowship. While the competition for EHE Dissertation Year Fellowships is intense, only 3% of the 500 applicants each year are awarded the Spencer Dissertation Fellowships. DeLeon examines the needs that high school students have to both fit in and stand out. He studies the motivations of students and how their choices reflect their identities to both associate with a group and be distinct.

Congratulations to **Pam Vincent** (**Steve Petrill, Human Development and Family Science**) who was awarded the University Graduate Teaching Award. With over 3,000 GTAs at Ohio State, Pam was one of only 80 to receive this prestigious and well-deserved award!

Ashley Hicks (**Deanna Wilkinson, Human Development and Family Science**) received the 2011 Graduate Student Award for her contributions to improve the lives of African American males. As a result of her work with the interdisciplinary team of **Deanna Wilkinson** (**Human Development and Family Science**), **James Moore, III** (**Physical Activity and Educational Services**), and **David Andrews** (**Human Development and Family Science**) in identifying violent hot spots within Columbus and preventing youth violence, Ashley was presented the award by the Todd Anthony Bell National Resource Center on the African American Male.

Undergraduates

Carmen Swain (**Physical Activity and Educational Services**) shared that four undergraduate students who work with her at the Labs in Life @ COSI received fellowship awards. **Christine Castillo** was awarded the 2011 Undergraduate Research Office (URO) Summer Research Fellowship and will investigate human fitness while she examines intensity during exer-gaming. **Elan Lieber** was awarded the URO Fellowship during Summer 2010 to study how body awareness influences boys intent to be physically active.

Christine Knopp and **Erica Toivonen** have both received the prestigious Pelotonia Research Fellowship. Each student will receive a $12,000 annual stipend. Knopp and Toivonen will begin data collection this summer on their studies examining the promotion of physical activity in both males and females with a genetic predisposition to cancer.

Elan Lieber and his 1st Place Poster at the Denman Undergraduate Research Forum

The College was well represented in the 16th Annual Denman Undergraduate Research Forum in May. Of the 17 EHE faculty/staff who served as research mentors, four were nominated for the 2011 Outstanding and Distinguished Research Mentor Award: **Carolyn Gunther** (**Human Nutrition**), **Claire Kamp-Dush** (**Human Development and Family Science**), **Carmen Swain** (**Physical Activity and Educational Services**) and **Ouliana Ziouzenkova** (**Human Nutrition**).

2011 Denman by the numbers:

- 580 students presented their research
- 32 EHE students presented their research, and
- 4 EHE students had award-winning presentations

Jacqueline DeLany (**Steve Petrill, Human Development and Family Science**) placed 1st for her work in the ecology of mathematics. **Elan Lieber** (**Carmen Swain, Physical Activity and Educational Services**) also placed 1st for his project on the influence of body awareness on physical activity behaviors. **Katherine Kerns** (**Laura Justice and Shayne Piasta, Teaching and Learning**) placed 2nd for her characteristics of teacher child language interactions in preschool classrooms for at-risk pupils. **Jacqueline Pennywitt** (**Carolyn Gunther, Human Nutrition**) placed 3rd for her work on "Simple Suppers," a nutrition and cooking program for childhood obesity prevention.

Can an "Orange Dew" a Day Keep the Doctor Away?

Beta carotene is an important nutrient that can act as an antioxidant or a provitamin A carotenoid. It plays an important role in reducing the risk of heart disease, cancer and ocular diseases. Vitamin A deficiency can lead to night blindness, immunosuppression and cancer. **Matthew Fleshman,** a PhD candidate in the graduate interdisciplinary nutrition program (**OSUN**), is conducting research on the "orange dew", a cross between the honey dew and cantaloupe melons, to determine the beta carotene content and bioavailability in the new orange dew.

Fleshman

Why study the "orange dew"?

Reason 1: Food scientists have known for quite some time that it is very difficult to eliminate all contaminating soil-borne microorganisms from the rough rind of cantaloupe by standard washing procedures. The contamination increases the risk of food borne illnesses. The "orange dew" has the smooth rind of a honey dew and the orange flesh of a cantaloupe, making it much less likely to bring unwanted soil-borne microorganisms to the food supply, but still providing a good source of beta carotene.

Reason 2: Fleshman wanted to study the antioxidant capacity of the beta carotene found in orange dews. He wondered whether or not orange dews were as rich in beta carotene as standard cantaloupes. With guidance from his mentor, **Professor Earl Harrison,** (**Human Nutrition**), his research has shown that orange-fleshed honey dew melons have higher concentrations of beta carotene than the cantaloupe. Additionally, both the cantaloupe and the orange dew have similar beta carotene bioavailability. Fleshman presented his research at the annual meetings of **Experimental Biology '11** and **American Chemical Society** this spring, and is grateful for the travel grant support he received from the EHE Office of Research. Matt plans to pursue a position in the private sector as a nutritional biochemist or as a post-doctoral fellow following his planned graduation at the end of Summer 2011.

Harrison

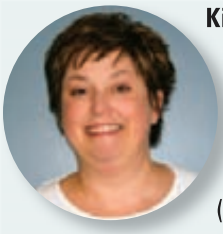
Students Receive EHE Dissertation Research Fellowships

Congratulations to the 12 students who received the 2012 dissertation year research fellowships! Each student will receive more than $24,000 in support for stipends, tuition and fees.

Fellowship Recipient	Program of Study	Advisor
Jung Rim Cho	Fashion and Retail Studies	Leslie Stoel, Consumer Sciences
Jennifer Czocher	Mathematics Education	Azita Manouchehri, Teaching and Learning
DeLeon Gray	Educational Psychology	Eric Anderman, Educational Policy and Leadership
Rongfang Jia	Child Development	Sarah Schoppe-Sullivan & Natasha Slesnick, Human Development and Family Science
Kom Kamonpatana	Nutrition	Mark Failla, Human Nutrition
Rikki Patton	Couples & Family Therapy	Natasha Slesnick, Human Development and Family Science
Meghan Rector	STEM Education	Ross Nehm, Teaching and Learning
Porsha Robinson-Ervin	Special Education	Gwendolyn Cartledge, Physical Activity and Educational Services
Christopher Tullis	Special Education	Helen Malone, Physical Activity and Educational Services
Sylvia Vargas	Education Leadership	Helen Marks, Educational Policy and Leadership
Rumana Yasmeen	Nutrition	Ouliana Ziouzenkova, Human Nutrition
Hua Zan	Family Resource Management	Kathryn Stafford, Consumer Sciences

Special thanks to the benefactors whose contributions provide this important opportunity for outstanding graduate students during the final year of their dissertation research.

"Beyond" Basic Education: Using STEM Education to Impact the Future



Lightle

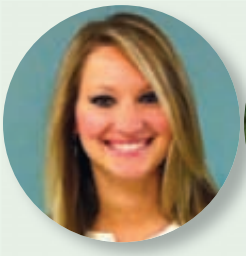
Kimberly Lightle (Teaching and Learning) continues to support STEM educators by building digital libraries and integrating digital tools to effectively create, deliver and communicate STEM content. With three active National Science Foundation (NSF) projects totaling more than $4M, her work provides both K-5 and middle school teachers with inquiry-based instructional strategies to promote opportunities for students to read, write, and discuss scientific principles.

Beyond Penguins and Polar Bears is an award winning digital resource for K-5 students and teachers that incorporates content standards in climatology, geology, biology and polar science. *Beyond weather and the water cycle: An earth systems approach to increasing elementary teachers' understanding of climate and climate change* also creates digital content for K-5 instruction. Lightle shared that this project is structured around the seven essential principles of climate literacy. These instructional and professional resources elevate elementary teachers and their students beyond the superficial understanding and teaching of weather and the water cycle to a solid understanding of climate. "By improving elementary teachers' understanding of climate and climate change through an Earth systems approach, we are effectively preparing our youngest students to study and shape climate policy in the future," shared Lightle.

The third project, *Math and Science Middle School Pathways Project*—MSP2, has four goals for students: (1) develop increased content knowledge in the areas of STEM, (2) increase their ability to problem solve, think critically, communicate, use technology, and be globally aware, (3) increase their awareness of and the educational pathways that lead to STEM careers, and (4) develop increased awareness of new technological literacies and use technology in an effective and responsible manner.

Dr. Lightle acknowledged, "Elementary students begin to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world and understand their roles as stewards of the environment. Some might even start to think of themselves as the scientists of tomorrow."

Graduate Students Receive Competitive Awards



Anzeljc

Kotila

Lee

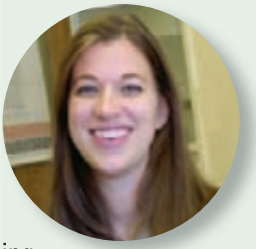
Marchionda

Rector

Simmons

EHE was well represented at the 25th Annual Hayes Graduate Research Forum. Congratulations to all student participants, with special commendations to the following seven students (and their advisors) who were recognized for their outstanding presentations.

- **Samantha Anzeljc (Interdisciplinary PhD Program in Nutrition, Robert Murray)** placed 2nd for her pilot study for prevention of childhood obesity.
- **Letitia Kotila (Human Development and Family Science, Claire Kamp Dush)** earned 3rd Place for her research presentation on the daily activities of fathers and mothers with their infants across the first 9 months of parenthood.
- **Meghan Lee (Human Development and Family Science, Sarah Schoppe-Sullivan)** placed 3rd for her work on parenting perfectionism and how it relates to adjustments in parenting in terms of self-efficacy, stress and satisfaction.
- **Daria Marchionda (Human Development and Family Science, Natasha Slesnick)** received 1st Place award for her research presentation on how communication patterns in families change as therapy progresses.
- **Meghan Rector (Teaching and Learning, Ross Nehm)** was awarded 2nd Place for her research presentation, "Lexical Ambiguity in Evolutionary Discourse: Implications for Teaching, Learning, and Assessment," which is part of an NSF REESE Grant.
- **Amber Simmons (Interdisciplinary PhD Program in Nutrition, Yael Vodovotz)** captured 2nd Place for her presentation, "The effect of soy addition on the satiety, glycemic index, and insulinemic index of a soft pretzel".
- **Pam Vincent (Human Development and Family Science, Steve Petrill)** received 1st Place award for her poster presentation which showed evidence that math and reading ability are influenced by similar genetic and environmental factors. This finding has implications for optimal teaching of reading and math in schools and at home.



Vincent

STEM Researcher Collaborating with HBCU

Moore

James L. Moore, III (School of Physical Activity and Educational Services) is highly focused on the success of high school students by providing mentoring and career advising at urban high schools. He has also served as the Principle Investigator for two National Science Foundation grants. The goal of the first is to examine the similarities and differences between female and male science, technology, engineering, and mathematics students. He and his collaborators, **Dr. Morris Clark** (Biochemistry, Winston-Salem State University) and **Dr. Lamont A. Flowers** (Distinguished Professor and Executive Director of the Charles Hamilton Houston Center for the Study of the Black Experience, Clemson University) are evaluating student levels of academic motivation, academic and social integration in the university environment, perceptions of the campus environment, academic self-concepts, educational aspirations and vocational commitment. The goal of the second project is to study the extent to which online courses in the STEM disciplines enhance the learning and engagement of African American male and female students at historically Black colleges and universities (HBCU). His collaborators on this project are **Dr. Lawrence O. Flowers** (Microbiology, Fayetteville State University) and **Dr. Lamont A. Flowers** (Clemson University).

EHE Invests in STEM Education Research

The college is pleased to announce its targeted investment of nearly $50,000 to support high impact STEM education research.

- **Richard Voithofer (Educational Policy and Leadership)**, **Dickie Selfe** (English) and **Neelam Soundarajan** (CIS, Engineering) will conduct a national survey of how teacher education programs are preparing STEM and Language Arts Teachers to Teach Online
- **Lin Ding, David Haury** and **Rebecca Kantor (Teaching and Learning)** and **Judy Ridgway** (Biological Sciences) are investigating a pathway project to assess college students' understanding of energy consumption and global climate change

Contact Us

Beth De Witt (.2) 292-3351
Administrative Coordinator
Mark Failla (.3) 247-2412
Associate Dean for Research
Carolyn Gunther (.22) 292-5125
Director of Research
Neal Kelley (.77) 292-9299
Senior Grants Manager
Mark Taylor (.1199) 247-6460
Facilities Planner
Bing Tian (.19) 292-2892
Senior Grants Manager

Welcome Director of STEM Initiatives!

We are pleased to support the efforts of **Dr. Christopher Andersen** who was recently appointed as the Director of STEM Initiatives in the College of the Arts and Sciences. Dr. Andersen is actively engaging investigators across campus in order to promote collaborations and strengthen research in STEM and STEM-related research.

COLLEGE OF EDUCATION AND HUMAN ECOLOGY
Office of Research
110 Arps Hall
1945 N. High St.
Columbus, OH 43210
http://ehe.osu.edu/research/

Cultivating STEM in Pre-school

Piasta

Shayne Piasta (Teaching and Learning) and her collaborators **Laura Justice (Teaching and Learning)** and **Stephen Petrill (Human Development and Family Science)** are progressing with their NIH project titled, "Efficacy of Educational Approaches toward Promoting STEM Competencies." This core knowledge approach holds great promise for ensuring children's eventual success in STEM areas, and reducing the disparities between children from advantaged and disadvantaged backgrounds. Their large-scale, randomized control trial is assessing the efficacy of the Core Knowledge Preschool program in promoting the math and science skills of 3- to 5-year old children at risk for academic difficulties associated with socio-economic disadvantage.

Update on Project ASPIRE

Sandy Stroot and **Rebecca Kantor Martin** (and team) continue their work with **Project ASPIRE,** the innovative program to prepare and support new urban teachers to be successful in teaching STEM in high-need schools. This year, we have 17 teachers who are ready to launch their career. We will continue to support these teachers during the next two years by working collaboratively with mentors in the Peer Assistance and Review program in Columbus. We are finalizing the admissions process for the new cohort and look forward to fulfilling our continued commitment to preparing high-quality teachers who will be successful working in our urban schools.

Designed by: **Terri Plante,**
Graphic Designer, Dominion Design