

- # *Educating At-Risk Students* is a best seller—at least by the National Society for the Study of Education (NSSE) standards. The collection of research articles has sold more than 3,000 copies, making it one of the society’s most successful volumes. Researchers from CRESPAR at Johns Hopkins and Howard universities, as well as those from the Center for Research on Education, Diversity and Excellence (CREDE) at the University of California at Santa Barbara contributed, and the volume was edited by **Sam Stringfield** and **Deborah Land** at Hopkins.
- # *A History of US* finally made it to TV, if not always in prime time. PBS stations across the country aired the 16-part series, *Freedom: A History of US*, based on Joy Hakim’s book series, for which CRESPAR curriculum writers have been developing teacher and student materials for several years. They also developed the on-line teacher guides and classroom materials that accompany the PBS series. These are available at www.pbs.org/historyofus.
- # **Steven Sheldon**, CRESPAR researcher with the School, Family, and Community Partnerships program, presented “School Programs of Family and Community Involvement in Children’s Reading and Literacy Development” in April to an invitational conference at San Diego State University, co-sponsored by the International Reading Association and the Urban Partnership. Co-authored by Sheldon and **Joyce Epstein**, the paper reviews scores of studies indicating that family involvement in reading and language arts activities increases student achievement, and will be published in a book based on the conference.
- # JESPAR, *Journal of Education for Students Placed At Risk*, has a new look beginning with Vol. 8, No. 1. Thanks to managing editor **Kirsten Sundell**, the quarterly journal has a clean, fresh design and layout, and a web site to match (<http://www.csos.jhu.edu/jespar/index.htm>). This special issue, *Quest for Quality: An Evaluation of the City-State Partnership in Baltimore’s Public Schools*, presents groundbreaking research and provides an overview of the results of the Westat evaluation of Baltimore schools, as well as two critical essays by guest editor Jennifer O’Day and James Cibulka on the meaning and impact of the study and the school system’s reform efforts. Vol. 8, No. 2 features articles on Head Start, the impact of a curriculum-based instructional management system on math achievement, and promising reform designs.
- # A student of the late Sylvia T. Johnson of Howard University gave the second annual lecture in her honor on April 16. Norris Haynes, chairman and professor in the Counseling and School Psychology Department at Southern Connecticut State University, spoke on “Assessing Social and Emotional Intelligence.” Howard University/CRESPAR established the lecture series in honor of the long-time researcher and educator, who died in 2001.
- # CRESPAR/Hopkins researchers **Sam Stringfield** and **Jeff Wayman**, from the Systemic Supports program, were among about 80 researchers and education practitioners invited to participate in the Harvard Graduate School of Education conference, “Scaling Up Success: Lessons Learned from Technology-based Educational Innovation.” Stringfield and Wayman presented a paper on software that enables teachers and school staffs to use student data to improve achievement. Mary Yakimowski, officer for the Division of Research, Evaluation, Assessment, and Accounting for the Baltimore City Public School System, gave the practitioner’s side of the issue.
- # Students in 9 classes in 7 Maryland middle schools are investing in their futures through Stocks in the Future. Designed to build interest and improve student achievement, the pilot program offers hands-on knowledge of business and the stock market and provides incentives for perfect attendance, by the week, and higher math and English grades. Students can earn up to \$80/school year to buy stocks that they can redeem at their high school graduations. The program is already paying dividends. For the first 2 quarters of this school year, students in this program attended school an average of 2.1 days more than those in control groups, and they were 2.3 times more likely than control students to have perfect attendance.
- # Using her book, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, as the basis for her presentations, CRESPAR researcher **Joyce L. Epstein** spoke at the National Summit on Parent Involvement in Teacher Education late last year and at the Second Annual Family Involvement Institute in February. Epstein advised college and university professors on how to better prepare teachers and administrators to involve families and communities in their schools, as a means of increasing student achievement.
- # *The Journal of Negro Education* has made a great comeback, publishing 3 volumes in 18 months. *JNE* is current not only in its publication, but also in its selection of themes pertinent to the education of children from African American and other racial/ethnic minority groups. The last three volumes include thought-provoking articles on core issues, such as affirmative action in higher education, school reform, black women in higher education, special education, and juvenile justice, the subject of the Summer 2002 issue. Guest edited by Dr. Carol Yeakey, that issue includes her eye-opening article, “America’s Disposable Children.” The topic of African American children with special needs remains central to the journal’s call for fairness. Through *JNE*, scholars have alerted the nation to the over-representation of African American children in special education classes, their under-representation in gifted education programs, and inappropriate and/or inadequate testing methods. G