



Impacting education
policy and improving
the quality of
education through
research and
evaluation

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Upcoming Event:

Spring Policy Conference
May 1st
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EPEC Update

Education Policy and Evaluation Center
University of Georgia

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EPEC UPDATES

EPEC to Co-host Conference on April 2, 2009

The Center for Civil Rights at UNC School of Law, the Civil Rights Project/Proyecto Derechos Civiles at UCLA, and the University of Georgia Education Policy and Evaluation Center are pleased to host a conference in Chapel Hill for advocates, scholars, organizers, litigators, researchers and students committed to integrated schools in the South and the nation. The conference will focus on the future of integrated public education in the wake of the 2007 U.S. Supreme Court decision in *Parents Involved in Community Schools v. Seattle School District No. 1 (PICS)*.

The conference will be held on April 2, 2009 (8:00 a.m. to 5:30 p.m.) at the University of North Carolina-Chapel Hill, Carolina Club, George Watts Hill Alumni Center. To access conference registration, copy and paste the following link into your browser: <http://www.law.unc.edu/centers/civilrights/conferences/default.aspx>

EPEC Releases its First Collection of Education Policy Papers

This week EPEC will release its inaugural collection of education policy papers. Edited by Dr. Eric A. Houck, the primary objective of this publication is to provide Georgia policymakers with analysis on a broad range of education issues. The *2009 Education Policy Papers* is a collaborative effort among faculty from across various disciplines within the university community. Each contribution to this publication represents a unique and diverse perspective on education policy issues particularly in the Georgia context.

In this volume, authors address educational issues spanning the entire P-16 spectrum. Paper topics include:

- Early Childhood Education and Funding - Sielke
- Connections Between Health Care and Early Childhood Learning - Vail
- Middle Grades Education and Reform - Andrews, DeBray-Pelot & Denmark
- The HOPE Scholarship - Cornwell, Mustard & Bradley
- Anti-bullying Litigation - Dayton, Dupre & Horne
- New Directions in Teacher Compensation - Houck & Mohammed
- Charters and Choice - Stewart
- Supplemental Educational Services - Williams
- School Funding Litigation - Dayton & Dupre

An electronic version of the publication will be available on the EPEC website this week.

Policy Impact News

Economic Stimulus Plan

American Recovery and Reinvestment Act of 2009

Congress passed the economic stimulus package on February 13th, and President Barack Obama signed the final version of the \$787 billion plan into law on February 17, 2009. The education provision of the measure is divided into three distinct categories: (1) direct funding for education, (2) college affordability, and (3) additional school modernization. Fact sheets, budgeting information, and additional resources related to the stimulus plan are available on the U.S. Department of Education website: <http://www.ed.gov/policy/gen/leg/recovery/index.html>.

D.C. Law Firm Prepares Summary of Provisions

Lewis-Burke Associates, LLC prepared a “Summary and Analysis of Final Agreement on H.R. 1, the American Recovery and Reinvestment Act” which found that the final levels of support for education in the economic stimulus plan were mixed. Lewis-Burke Associates reports that the final package includes \$53.6 billion in State Fiscal Stabilization Funds for Governors to shore up state education budgets and for use in the modernization of educational facilities. In addition, the bill also includes a \$500 increase to the maximum Pell Grant, funding for Federal Work Study, a new tuition tax credit, and grants for Teacher Quality Partnerships and data collection.

To access more details about the education provisions, copy and paste the following link into your browser:

<http://www.lewis-burke.com/files/>

[Summary and Analysis of Science and Education Provisions in the American Recovery and Reinvestment Act.pdf](#)

Education Quality & Economic Viability

Levin and Belfield's New Book Considers Costs of Inadequate Education

In an essay review of *The Price We Pay: Economic and Social Consequences of Inadequate Education*, a new book edited by Clive R. Belfield and Henry M. Levin, Douglas Barrera asserts that a primary objective of this volume is to highlight the linkage between education quality and the economic prosperity of this nation. He finds that the authors were successful in achieving this goal through their demonstration of how inadequate educational opportunities for any child inevitably “threatens the vitality of our nation as a whole.” Below is an excerpt from the concluding paragraph of Barrera’s review:

The strength of this volume, therefore, is the means by which the contributors make their case. Time and again, the authors demonstrate that improving educational conditions and outcomes for all students in this country is not just a matter of idealistic rhetoric. Rather, it is also represents good economic policy. Particularly in a time of financial upheaval, productive fiscal measures are likely the only lines of thought that will gain traction among our federal, state, and local policymakers. Thus, this book speaks to those who must decide between providing corporate bail-outs, or funding universal preschool. It addresses questions about whether to finance transportation projects fully, or to make all schools technologically current. It targets the debate over increased expenditures for school construction, or providing tax cuts for individuals. In essence, the book provides a social and economic rationale for improving the quality of education throughout the country, but particularly within inner cities. It argues that while education is in fact a private good, providing equitable quality education is also a vital public necessity. At a time when short-term fixes are being proposed to get us through the current economic crisis, this book reminds us that we cannot take short-sighted approaches. And for that, it is well worth reading.

To read Barrera’s full review as it appeared in the January 19th edition of *Education Review*, copy and paste the following link into your browser: <http://edrev.asu.edu/essays/v12n1.pdf>

Affiliated Faculty Research

EPEC affiliated faculty members are engaged in sharing their work with policymakers and advising the Center on its substantive priorities. If you are interested in affiliating, please contact Dr. DeBray-Pelot at edebray@uga.edu or Dr. Cohen at acohen@uga.edu.

Jerome E. Morris, Associate Professor, Department of Workforce Education, Leadership, and Social Foundations

Dr. Morris is a professor in the Program of Social Foundations of Education (College of Education) and director of the Race, Class, Place and Outcomes Research Group at the Institute for Behavioral Research (where he also serves as a research fellow) at the University of Georgia. He is the lead author of an article featured in *Educational Researcher* which highlights the significance of the U.S. South in scholarly discussions regarding the academic achievement gap involving Black students. Despite national concern, patterns embedded in Black student achievement as related to geographical influences generally are ignored, especially in the South, where the majority of Black people in the United States reside. The authors refine the scholarship on the Black–White achievement gap through an analysis of racialized national spaces and population shifts, to set forth a more comprehensive understanding of school achievement than previously existed. In elucidating the nexus between race and place and the implications for Black student achievement, the authors specifically highlight the saliency of the U.S. South as a critical—and neglected—site for the investigation of such issues.

His research focuses on the sociology and anthropology of education and examines the intersection of race, class, gender, and immigrant status with social and educational policies. For more information, please contact Dr. Morris at jemorris@uga.edu.

Some of Morris's recent publications include:

- Morris, J. E. (forthcoming). *Paradox, Peril, and Promise: Schooling in Urban Black America*. Teachers College Press.
- Morris, J. E. & Monroe, C. R. (2009). Why study the U.S. South? The nexus of race and place in investigating Black student achievement. *Educational Researcher*, 38(1), 21-36.
- Morris, J. E. (2008). Race, ideology, and research: Counter-narratives to the historical and contemporary representation of predominately Black schooling. *Teachers College Record*, 110(4), 713-732.
- Morris, J.E. (In press). Racial Realities Across Different Places: New Directions in Recommitting to Brown's Promises. In C. Smrekar & E. B. Goldring (Ed.), *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge: Harvard Educational Press.
- Morris, J. E. (2004). Can anything good come from Nazareth? Race, class, and African-American schooling and community in the urban South and Midwest. *American Educational Research Journal*, 41(1), 69-112.

EPEC Activities

Save the Date

A College of Education Centennial Event

Georgia Education Policy and Evaluation Center, in conjunction with The Georgia Assessment Center, The Learning and Performance Support Laboratory, and The Center for Latino Achievement and Success in Education will host:

Changing Horses or Paddling Harder? Reconsidering the State/Federal Relationship in Education Policy

Friday, May 1, 2009

Georgia Center for Continuing Education
9:30 A.M. to 3 P.M.

Featured Panels Include:

Governmental Relations: Congress and the New Administration
Critical Perspectives on No Child Left Behind
Is Federal Legislation Adequately Addressing the Needs of all Subgroups?
Policy Design and Resource Allocation

Luncheon Address:

Jeremy Kilpatrick, Regents Professor, University of Georgia
Research to Inform Policy: *The National Academy of Education's*
"White Paper" Project

Registration will be open to faculty in March.

Current EPEC Grant Projects

1. Evaluation of MSP Discovery Project for Clarke County School District, evaluating implementation of the MSP (Mathematics and Science Partnership) grant program.
2. Annual report preparation for GA Dept of Education Division of Career, Technical, and Agricultural Education.
3. Evaluation of Instruction at the Atlanta Electrical Joint Apprenticeship Training Center.
4. Review of 3 Atlanta schools (the Carver Schools) for implementation of Institute for Student Achievement principles.
5. Evaluation of Abstinence Education Programs for Communities in Schools of Georgia.
6. Review and evaluation study of the California Community Colleges Learning Disabilities Eligibility Model (with the Regents Center for Learning Disorders, awarded).
7. Evaluation piece for NSF grant to fuse art and engineering with faculty from three Colleges.
8. Evaluator for Greensboro Georgia Dreamers BEST (*Better Educated Students for Tomorrow*) 21st Century Community Learning Center grant.

Support Services

Policy Research Group

The Policy Research Group is currently soliciting faculty members' working papers for posting on the Center website. These are generally papers that have been submitted to a scholarly journal for review or have been presented at a conference. The PRG is also interested in talking to faculty conducting policy-related research that could be featured in the policy section of the website.



Program Evaluation Group

EPEC has assisted with the development of the evaluation component of grant proposals for a number of UGA and COE departments and faculty, Clarke County School District, and Georgia Communities in Schools. EPEC can serve as the external evaluator or assist in designing and conducting evaluation activities required for grant and contract proposals. PEG personnel have been included as evaluators in more than ten different grant proposal submissions this year so far.

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About EPEC

Policy Research Group

The Policy Research Group within EPEC aims to conduct objective and timely research on education and education policy issues. Associate Director Dr. Elizabeth DeBray-Pelot and research fellows are available to assist faculty with writing briefs for prospective posting on the EPEC website or for dissemination to policymakers and key stakeholder groups. Current projects, research briefs, and working papers can be accessed by pasting the following address into your browser: <http://www.coe.uga.edu/EPEC/policy/index.html>

Program Evaluation Group

The Program Evaluation Group within EPEC offers rigorous program evaluation, technical assistance, data collection, and information analysis for a variety of public and private stakeholder agencies, foundations, and institutions on local, state, national, and international levels. PEG core staff, under the direction of Dr. Dorothy Harnish, is comprised of professional staff skilled in carrying out multiple projects utilizing various research methods to assess the need for educational programs and their impact and effectiveness. Reports, research briefs, and presentations can be accessed by pasting the following address into your browser: <http://www.coe.uga.edu/EPEC/projects/index.html>

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