

Eleventh

Focus on Illinois Education Research Symposium

Illinois Education Research Council

Schedule of Events

June 13 - 14, 2013

**I Hotel & Conference Center
Champaign, Illinois**

Spotlight on



**Effective
Educational Strategies
for Underserved Students**

- ◆ Latino Parent Universities: Educational Empowerment of Latino Families
- ◆ Resources, Assets and Strengths: How Students from Underserved Communities succeed in Education
- ◆ The Obama/Duncan Administration Education Agenda



Schedule of Events

Thursday, June 13, 2013

12:00 - 1:15 PM Luncheon and Plenary Keynote Illinois Ballroom AC



Latino Parent University: Educational Empowerment of Latino Families

Dr. Emily Prieto, *Director*, Latino Resource Center,
Northern Illinois University

Ms. Vanessa Segundo, *Assistant Director of Programming and
Communication*, Northern Illinois University

1:30 - 2:00 PM P-20 Plenary Illinois Ballroom AC

*Translating Research to Policy: Strategies used by the P-20 Council Teacher
and Leader Effectiveness Committee to Shape Statewide Recommendations
for Teacher Education*

Dr. Erika Hunt, *Senior Policy Analyst and Researcher*,
Center for Education Policy, Illinois State University

2:15 - 3:15 pm Concurrent Session 1 Humanities, Quad, and Technology

3:30 - 4:30 PM Concurrent Session 2 Humanities, Quad, and Technology

4:45- 5:45 PM Poster Session & Reception Illinois Ballroom B

6:00 - 8:00 PM Dinner and Keynote Speaker Illinois Ballroom AC



*Resources, Assets and Strengths: How Students from Underserved
Communities Succeed in Education*

Dr. William Trent, *Professor*, Educational Policy, Organization and
Leadership, University of Illinois at Urbana-Champaign

Schedule of Events

Friday, June 14, 2013

7:45 - 9:15 am Breakfast and Presentation Illinois Ballroom AC

*A Model for the Development of a State-Wide Data System:
Illinois P20 to Workforce*

Dr. Peter Godard, *Chief Performance Officer,*
Illinois State Board of Education

Mr. Nathan Wilson, *Senior Director for Research & Policy Studies,*
Illinois Community College Board

Mr. Jonathan Furr, *Director, Office of Education System Innovation,*
Northern Illinois University

Dr. John Evans, *Executive Director Information Systems,*
University of Illinois

9:30 - 10:30 AM Concurrent Session 3 . Illinois Ballroom B, Quad, and Technology

10:45 - 11:45 AM Concurrent Session 4 . Illinois Ballroom B, Quad, and Technology

12:00 - 2:00 PM Lunch and Keynote Speaker Illinois Ballroom AC



The Obama/Duncan Administration Education Agenda

Mr. Jo Anderson, Jr., *Senior Advisor to the Secretary of Education,*
U.S. Department of Education

Welcome

Dear Colleague:

Welcome to the 11th annual Focus on Illinois Education Research Symposium. I am happy to report that we have a near record number of registrants for this year's symposium, over 130 registrants from more than 40 institutions. Moreover, we welcome 72 new attendees to the 2013 symposium.

So welcome both new and renewing attendees and presenters! I am enthused about the quality of our keynote speakers, panelists, presenters, and poster presentations this year. The topics vary from early childhood to high school, postsecondary, and P-20; underrepresented and underserved students; longitudinal data systems; online learning; college student pathways; and advancing assessment, to name a few. I anticipate that the engaging presentations will spark interesting dialogue and future collaborations. I truly hope you enjoy the symposium.

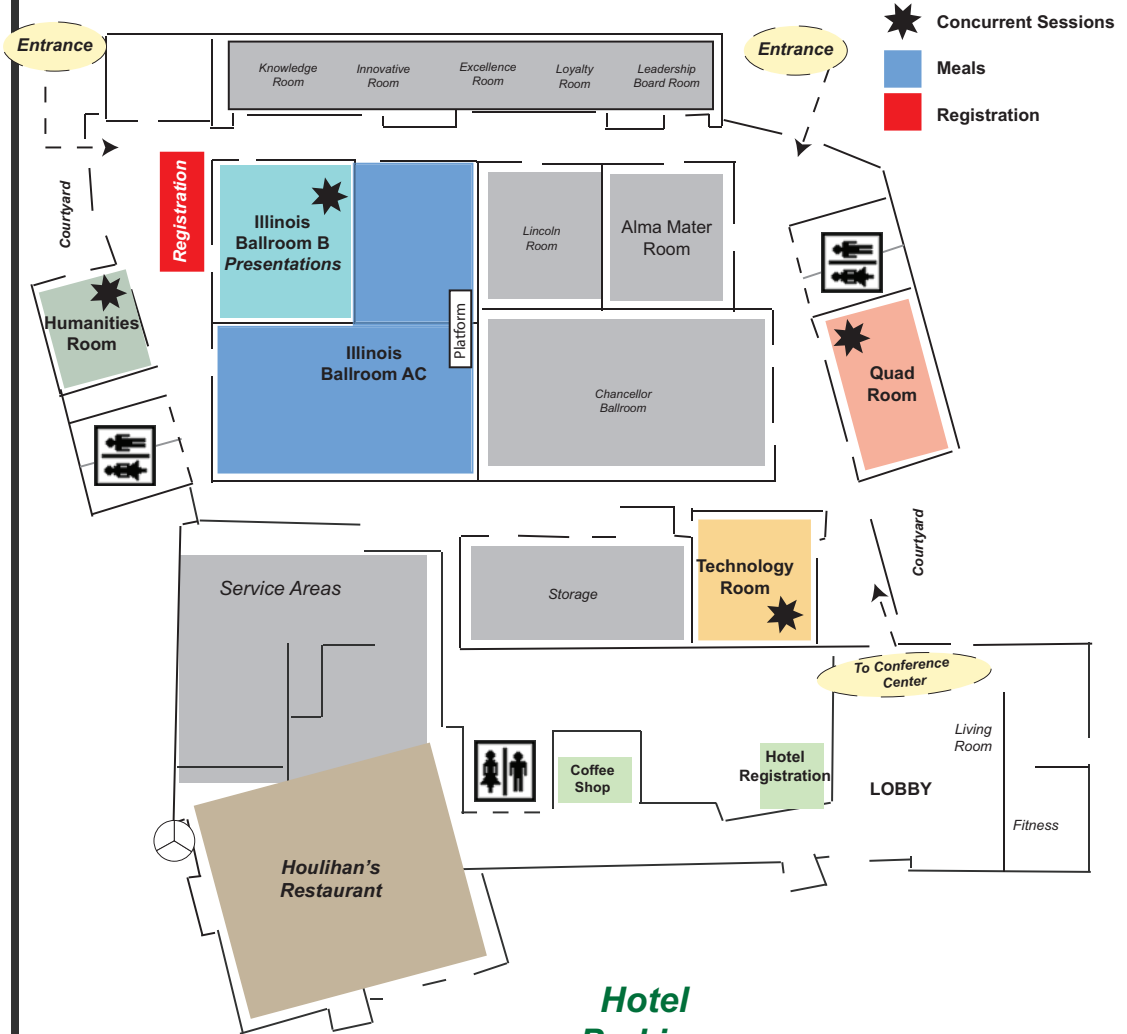
Sincerely,

Janet

Janet Holt
Executive Director
Illinois Education Research Council

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Parking**

**Conference
Parking**



I Hotel and Conference Center
1900 S. 1st Street
Champaign, IL
217-819-5000

**Hotel
Parking**

St. Mary's Road

1st Street

2:15 – 3:15 PM

CONCURRENT SESSION 1

Quad Room

1A - Beginning Early

- ◆ **The Birth-to-College Collaborative's Approach to Job-Embedded Professional Development and Alignment: Professional Learning Communities**
Amanda Stein, The Ounce of Prevention Fund and Teyona James-Harris and LeAnita Randolph, The Urban Education Institute/University of Chicago Charter Schools
- ◆ **How Are They Doing Now? Longitudinal Follow-up Study of Quality Early Education Recipients**
Amanda Stein and Yuna Park, The Ounce of Prevention Fund
- ◆ **School Attendance Among Chicago Public Schools' Youngest Students: Understanding the Causes of Preschool Absenteeism and Its Relationship to Learning Outcomes**
Stacy Ehrlich, Julia Gwynne, Amber Stitzel Pareja, and Elaine Allensworth, University of Chicago Consortium on Chicago School Research

Humanities Room

1B - High School to College Reporting

- ◆ **Effects of High School Coursework on College Placement & Success**
Matthew Crull and Kevin Fuss, Kishwaukee College
- ◆ **Evaluation of the Illinois High School to College Success Report**
Brenda Klostermann, Illinois Education Research Council and Sean Cameron, Southern Illinois University Carbondale

Technology Room

1C - Student Support & Engagement in Higher Education

- ◆ **Advising Matters: An Institutional Assessment of Advising Resources**
Patricia Inman and Celina Sima, University of Illinois at Chicago
- ◆ **Student Engagement in Higher Education: Implications for Policy**
M Cecil Smith, John Schwartz, David A. Walker, and Michelé Robinson, Northern Illinois University, Amy D. Rose and Amy Hitchcock, Seattle University, and Jovita Ross-Gordon, Texas State University-San Marcos

3:30 – 4:30 PM

CONCURRENT SESSION 2

Quad Room

2A - Longitudinal Data Systems

- ♦ **Seeking Excellence and Diversity: How Stages in the Pipeline from High School to K-12 Teaching Affect the Composition of New Teachers**
Brad White and Eric Lichtenberger, Illinois Education Research Council and Karen DeAngelis, University of Rochester
- ♦ **When Worlds Collide: Research, Policy, and Educational Implications for State Research Agendas**
Allison Witt, Matthew Linick, and T. Jameson Brewer, University of Illinois at Urbana-Champaign

Humanities Room

2B - Underrepresented Students in Higher Education

- ♦ **Concentrated Opportunity?: Enrollment and Attainment Trends Among African American and Latino Males Attending Community Colleges in Illinois**
Lorenzo D. Baber and Edmund Graham, University of Illinois at Urbana-Champaign
- ♦ **Predicting Likelihood of College Graduation for Low-Income and Under-Represented Students**
Susan Gershenfeld, Denice Ward Hood, and Min Zhan, University of Illinois at Urbana-Champaign

Technology Room

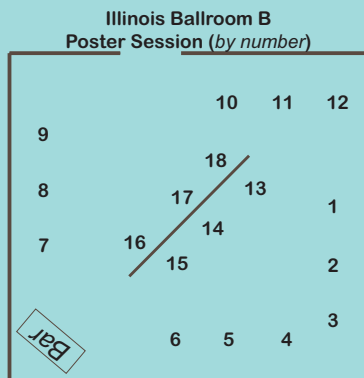
2C - High School Effects

- ♦ **The Educational Benefits of Attending High-Performing High Schools**
Paul Moore, Marisa de la Torre, and Elaine Allensworth, University of Chicago Consortium on Chicago School Research
- ♦ **Who Fails Algebra, Who Attends Summer School Credit Recovery Classes, and Who Recovers the Credit?**
Amber Stitzel Pareja and Elaine Allensworth, University of Chicago Consortium on Chicago School Research

The number before the title is the location in Illinois Ballroom B.

- #1 **Characteristics of Successful Teacher Mentoring**
John Cook, Governors State University
- #2 **Examining Quality of Mathematics Teaching in Early Childhood Classrooms**
Bilge Cerezci, Jeanine Brownell, and Jennifer McCray, Erikson Institute
- #3 **A Look at Teachers' Pedagogical Content Knowledge of Early Mathematics**
Yinna Zhang and Jie-Qi Chen, Erikson Institute
- #4 **Focusing on the Whole Teacher in Teacher Professional Development**
Jie-Qi Chen and Jennifer McCray, Erikson Institute
- #5 **Evaluation of an Early Math Intervention and Development Project**
Amanda Stein and Elizabeth Rothkopf, The Ounce of Prevention Fund and
Jie-Qi Chen, Erikson Institute
- #6 **Enhancing the Quality of Early Math Instruction in Community College Early
Childhood Education Programs**
Lisa Ginet and Emma Wellman, Erikson Institute
- #7 **Relaxation Skills & High Stakes Testing: Role of SES & Environmental Factors on
Anxiety Levels**
Heidi Larson, Sarah Puchalski, J. Adriane Tschantz, Rob McKinney, Luz Lomeli, Alyssa
Swan, and Daniel Osterloo, Eastern Illinois University
- #8 **Being a Gifted Adolescent Girl in the School House: Making Sense of Her World**
Julie Devaud, DePaul University
- #9 **Trends in Students' Confidence of Future Majors and Occupations: Lessons Learned
from the Illinois High School Class of 2002-2005**
Casey George-Jackson, University of Illinois at Urbana-Champaign and
Eric Lichtenberger, Illinois Education Research Council
- #10 **Envisioning New Landscapes: Chicago Teachers Reflect on Three Years
of an Arts Partnership**
Louanne Smolin and Della Leavitt, LIS Research Consulting and Joseph Spilberg,
Chicago Arts Partnerships in Education

- #11 Master of Science in Middle School Mathematics Education (MSME): An Examination of Program Outcomes and Effectiveness**
Nayantara Abraham and Jonya Leverett, Loyola University Chicago
- #12 Integrating Curriculum for Academic Growth**
Jeanne Okrasinski, Eastern Illinois University and Julia Colombo, Mattoon Middle School
- #13 How Do Student Characteristics and Environmental Factors Influence a Community College Student's Decision to Enroll In-District or Out-of-District?**
Nick Zyznieuski, Southern Illinois University Edwardsville
- #14 Integrating Conceptions of Science Inquiry across University and Elementary Classrooms**
Eun Kyung Ko, Alan Rossman, Diane Salmon, and Ofra Peled, National-Louis University
- #15 Technology and UDL in Urban Classrooms: An Examination of USTEP Student Teachers' Perception and Use of Technology for Differentiated Instruction**
Xiuwen Wu and Kate Zilla, National Louis University
- #16 An Examination of Beliefs and Perspectives about Teaching Mathematics in Early Childhood Classrooms**
Sham'ah Md-Yunus and Geena Anselmo, Eastern Illinois University
- #17 Investigating Professional Self-Efficacy Development in Pre-Service Teachers**
Stephen Lucas and Catherine Polydore, Eastern Illinois University
- #18 Examining Culturally Responsive Pedagogy in Multi-Ethnic Ninth Grade Classrooms**
Andrew Brake and Hannah Graham, University of Chicago



Quad Room

3A - Teacher Support and Evaluation

- ♦ **Designing and Implementing the Next Generation of Teacher Evaluation Systems: Lessons Learned from Case Studies in Five Illinois Districts**
Susan Spote, University of Chicago Consortium on Chicago School Research and Brad White, Illinois Education Research Council
- ♦ **Impact of Labor-Management Collaborations on Teaching and Learning: Findings from the Great Lakes Teacher Union Reform Network (GL TURN) Evaluation Study**
Mary McDonald, Consortium for Educational Change and Sara Kraemer, Wisconsin Center for Education Research
- ♦ **When Needs and Funding Fail to Intersect**
Lynn Sikma, Jason Swanson, Alexis Jones, and Patricia Brady, Illinois New Teacher Collaborative, University of Illinois at Urbana-Champaign

Technology Room

3B - Improving Performance Metrics

- ♦ **Apples to Apples: An Alternative Look at Chronic Gaps in Achievement and Instructional Effectiveness in Chicago and All Illinois excluding Chicago**
Paul Zavitkovsky, University of Illinois at Chicago
- ♦ **An Inventory of Definitions and Measures of College Quality**
Jennifer Stephan, Lisa Hoogstra, Elisabeth Davis, Alicia Garcia, and Shazia Miller, American Institutes for Research

Illinois Ballroom B

3C - College Enrollment & Completion

- ♦ **The Community College Penalty and Bachelor's Degree Completion: Fact or Fiction?**
Eric Lichtenberger, Illinois Education Research Council and Cecile Dietrich, Research Consultant
- ♦ **The Impact of Dual Credit on College Enrollment and College Completion for Underrepresented Students in Illinois**
Jason Taylor, University of Illinois at Urbana-Champaign

10:45 – 11:45 AM

CONCURRENT SESSION 4

Quad Room

4A - College Student Pathways

- ♦ **Comparing the Bachelors Completion Rates of Native Students and Transfer Students using Multiple Informational Sources**
Eric Lichtenberger, Illinois Education Research Council and Liz Sanders and Gerry McLaughlin, DePaul University
- ♦ **Migration of Illinois College-bound Students**
James Scoring, ACT
- ♦ **A Strategic Look at Enrolling Successful Transfer Students**
Connie Castellucci, Lois Bishop, Liz Sanders, and Gerry McLaughlin, DePaul University

Technology Room

4B - Technology Advances in Education

- ♦ **Methods for Stimulating Intellectual Curiosity and Affecting Deep Learning in the Classroom and the Impact of Modern Technology in Education**
M. Vali Siadat, Eugenia Peterson, Cyrill Oseledets, Ming-Jer Wang, Gyo Quan (Jack) Zhang, and Luisette Hernandez-Medina, Richard J. Daley College
- ♦ **The Virtual Laboratory School at Northern Illinois University: A Distributed P20 Pipeline**
Lara Luetkehans, Sharon Smaldino, Rebecca Hunt, Mary Baker, and Casandra Hughes, Northern Illinois University

Illinois Ballroom B

4C - Advancing Data and Assessment Systems

- ♦ **Developing a Statewide System of Local Assessment Support**
Mary O'Brien, Diana Zaleski, and Angela Chamness, Illinois State Board of Education
- ♦ **Education Lessons Learned with Longitudinal Data Systems and Quasi-Experimental Design**
Matthew Linick and Joseph Robinson, University of Illinois at Urbana-Champaign
- ♦ **REL Midwest EdMaps: Assessing Education Data Geospatially**
Matt Burke, Researcher, American Institutes for Research

Keynote, Panel and Plenary Speakers

EMILY PRIETO received her Ph.D. in Education with a specialization in Language, Literacy and Culture, and her Master's in Education with a specialization in Socio-cultural Studies both from the University of California, Davis. Currently, Dr. Prieto is the Director for the Latino Resource Center at Northern Illinois University and began her directorship in August of 2007. As Director, she works to promote a social justice agenda as well as an inclusive environment on the NIU campus where Latino students are recruited, retained, empowered, and advanced in their educational careers. She has led many successful initiatives to support Latino student success. She teaches courses in the Literacy Education and the Counseling and Adult and Higher Education Departments at NIU. She has received two Fulbright Specialists grants to teach and conduct research at the University of Ibadan in Nigeria, Africa and the Institute of Comparative Culture at Sophia University in Tokyo, Japan.

She is active in several non-profit organizations and serves on the Board of Directors for Instituto del Progreso Latino in Chicago which is an organization focused on meeting the needs of Latino immigrants to learn English, find employment and help accustom their children to the U.S. educational systems. Additionally, she serves on Latino Policy Forum's Education Advisory Committee in its strategic study to develop its K-12 Education Agenda.

VANESSA SEGUNDO is the Assistant Director for Programming and Communication. Vanessa Segundo joined the University Honors Program at Northern Illinois University as the Assistant Director of Programming and Communication in June 2012. She is responsible for the development of programs, policies, and objectives related to academic and engaged learning opportunities. In addition, Ms. Segundo oversees internal and

external communications, including marketing and social media, University Honors' website, and print material. She has been part of various initiatives that support the inclusion of underrepresented student populations via new student recruitment models that emphasize diversity and equity. As evidence of such partnerships, underrepresented student populations in the University Honors Program have more than doubled in the 2012-2013 academic year. Vanessa also serves as a liaison for various campus and community offices to ensure that a quality experience is afforded. As the Honors House Coordinator of the University Honors living-learning community, the largest living learning community at Northern Illinois University, Vanessa coordinates programming to enhance the residential experience to reflect one of tradition, community, and excellence.

In her previous role as the Research and Project Specialist at NIU's Latino Resource Center, she launched a number of exciting new programs and student-centered initiatives, including the Adela de la Torre Honor Society and the first university resource guide in the State of Illinois for assisting undocumented students. She has also been a guest presenter at various conferences and events where she has covered topics on college access and success, undocumented students, language and cultural sensitivity, and parent engagement. Vanessa's other previous employment includes serving as an Ambassador for the KnowHow2Go Campaign (Washington, D.C.), College Adviser for the Illinois College Advising Corps, and Instructional Assistant for Educational Talent Search. Committed to the value of community, Vanessa was part of the Community Advisory Committee for East Aurora High School where she helped coordinated college access and success initiatives in District 131, such as Latino Parent University and the area's Student Leadership Summit. Vanessa is a 2012-2013 Diversifying

Faculty in Illinois Fellow. She also received a research grant from Northern Illinois University's Center for Interdisciplinary Study of Language and Literacy.

Ms. Segundo earned a M.S.Ed. in Adult and Higher Education at Northern Illinois University and a B.A. in Political Science at the University of Illinois. Her academic interests in parent engagement, diversity in higher education, and critical pedagogy are apparent through her work.



ERIKA HUNT is a senior policy analyst and researcher in the Center for the Study of Education Policy (CSEP) at Illinois State University. Hunt brings experience in state policy as a former staff member for Governor Jim Edgar, lobbyist, and state employee. She has also served on several state task forces, including the Illinois P-20 Council. Hunt currently co-chairs the P-20 Council Committee on Teacher and Leadership Effectiveness, which is making recommendations for improving teacher preparation. Through past work, the committee developed a state dashboard of indicators (tied to the state's longitudinal data system) to evaluate teacher and leadership preparation programs. Through her work at CSEP, Hunt directed a \$6 million Wallace Foundation funded statewide school leadership grant that resulted in several key policy changes in the state, including the redesign of all principal preparation programs under new program requirements. She has also worked on the design of an on-line training program for the state's teacher and principal performance evaluation system and is currently working on a PreK-3 teacher evaluation framework based on the Danielson Framework for Teaching. In addition, Hunt brings expertise in early childhood, specializing in the integration of early learning and K-12 systems. Hunt is a small business owner of an early childhood center, which has grounded her early childhood research with practical application. She provides technical

assistance to states, districts, and universities on teacher and leadership effectiveness and topics of early childhood education.



WILLIAM TRENT received his PhD in Sociology from the University of North Carolina, Chapel Hill, and is a professor of Education Policy, Organization and Leadership and Sociology at the University of Illinois at Urbana-Champaign. Bill's research centers on educational inequality. Bill was the founding Director of the Educational Opportunity Program at the George Washington University and Director of Project OPEN, a TRIO Talent Search program in Washington DC. From 1995 to 2000, he served as an Associate Chancellor at Illinois. Bill has held research appointments at The Police Foundation, the Center for Education Policy at Duke University, and The Center for the Social Organization of Schools at The Johns Hopkins University. In 1995 he was also a visiting scholar at the Education Policy Unit, University of the Western Cape, Cape Town, South Africa.

He has served as a member and chair of the Visiting Panel on Research for Educational Testing Service, a member of the National Research Council, Board on Testing and Assessment, and co-chair of the NRC Committee on Educational Excellence and Testing Equity. Bill received the Research Focus on Blacks in Education Outstanding Scholar Award in 1999. He was selected a Fulbright Senior Scholar in 2004, a College Board Scholar for 2003-04, and was appointed a Spencer Foundation Resident Fellow for 2006-07. He was selected as a Fellow of the American Education Research Association in 2011.

Bill served as a member of the National Academy of Education Committee on Social Science Research Evidence on Racial Diversity in Schools and the Working Group on Standards, Assessments and Accountability. He currently serves as a member

of the Social Science Research Council's College Learning Assessment Committee. He is Principle Investigator of an NSF-funded project examining undergraduate STEM participation for women and underrepresented minority students.



PETER GODARD is the Chief Performance Officer at the Illinois State Board of Education. In that role, he is responsible for all aspects of the agency's collection and use of data. This includes public reporting, school report cards, internal performance management, instructional technologies, applied analysis and research partnerships.

Prior to joining the staff of the agency in July 2012, Peter spent seven years working with Performance Data and Accountability at the Chicago Public Schools. Peter began his career as an analyst and his background includes several years of applied research experience at SRI International in Menlo Park, California.

Peter graduated from the University of Chicago with a degree in public policy studies. He studied computer science at DePaul University, and he is currently pursuing graduate course work in the School for New Learning at DePaul.

NATHAN R. WILSON is the Senior Director for Research and Policy Studies at the Illinois Community College Board (ICCB). Since 2001, he has acted as a resource for the Illinois Community College System, Illinois Adult Education and Family Literacy System, Illinois General Assembly, Federal Integrated Postsecondary Education Data System (IPEDS), and other state and federal agencies on issues related to planning, accountability, performance management/goal setting, information/data collection, professional development, and analysis. Mr. Wilson is responsible for ICCB data sharing

and alignment within the emerging Illinois Longitudinal Data System (ILDS).

Mr. Wilson coordinates the annual collection, processing, and validation of more than 3 million unit records from the 48 Illinois community colleges. Through its robust longitudinal data system, the ICCB provides continuous and consistent Illinois Community College System data and information for a variety of state and federal initiatives. With an emphasis on providing "value-added" to the Illinois Community College System for its efforts in submitting data and information to the ICCB, Mr. Wilson aligns processes in the ICCB Research and Policy Studies and Information Technology divisions to provide numerous data web tools related to education and workforce outcomes to encourage student and program improvement.

Mr. Wilson represents the ICCB on many education and workforce committees including the Illinois State Board of Education (ISBE) Illinois Longitudinal Data System Advisory Committee, Illinois Higher Education Consortium (IHEC), Illinois Higher Education Underrepresented Groups Committee, Illinois Collaborative of Education Policy Researchers' (ICEPR), and Illinois Workforce Data Quality Initiative (IWDQI) group. Mr. Wilson also provides data and research leadership on federal grant projects including the DOL Workforce Innovation Fund project, Accelerating Opportunities, STEM College and Career Readiness, and Alliance for Quality Career Pathways (AQCP).

JONATHAN FURR is the Director of the Office of Education System Innovation at Northern Illinois University (www.niu.edu/oesi). He is actively engaged in various state and national education policy and legislative developments. Mr. Furr served as lead consultant to the State of Illinois on its planning and applications relating to education stimulus programs, including the State's applications for all phases of the Race to the Top program.

Mr. Furr has also played an active role to fund and establish the state's longitudinal system. He has worked with the Illinois State Board of Education and other state agencies on the establishment of a governance structure for the Illinois longitudinal data system, served as the primary author of the Illinois State Board of Education's successful 2008 and 2009 proposals to the Institute of Education Sciences for approximately \$20 million in funding for state longitudinal data system development, was the lead drafter and negotiator for the 2009 Illinois P-20 Longitudinal Education Data System Act (SB 1828) that establishes the requirements and framework for the development of the State's longitudinal education data system. This Act garnered the Data Quality Campaign's 2009 Leadership Award, and drafted and negotiated the governance agreement for the Illinois Higher Education Consortium.

Prior to joining NIU, Mr. Furr was a partner in the public policy and education practice of an international law firm. From 2004 to 2006, Mr. Furr served as the General Counsel for the Illinois State Board of Education.

JOHN ANDREW EVANS earned his doctorate from the University of Illinois, College of Education, Department of Educational Psychology with a concentration in statistics and measurement. He has served as a faculty member at Southern Illinois University Carbondale in the College of Education, Department of Educational Psychology teaching Statistics, Experimental Design, Cognitive Assessment and Item Response Theory and has been the Director of Research, Evaluation and Testing for a large urban district in Illinois. He is the past chair of the Illinois State Board of Education Assessment Advisory Committee and is currently a member of the Illinois Education Research Council Advisory Board.

Dr. Evans came to the University of Illinois in October of 2001 joining the University Office for Planning and Budgeting (UOPB) in July, 2004. Prior to that, Dr. Evans served as the Director of the North Central Association overseeing the accreditation of Illinois secondary schools.

During his time with UOPB Dr. Evans has been involved in several state-wide initiatives. Currently, in addition to his duties as Executive Director of Information Systems, he serves as the liaison between University of Illinois and the Illinois Higher Education Consortium (IHEC) in the development of Illinois' P-20 Longitudinal Data System. Dr. Evans is a member of the Illinois State Board of Education Data Advisory Board as well as Illinois' Workforce Data Quality Initiative.



JO ANDERSON, JR. is a Senior Advisor to the Secretary of Education, Arne Duncan, and works on a variety of issues including teacher outreach and relations. He recently came to the Department having served as the Executive Director of the Illinois Education Association-NEA (IEA-NEA) since 2005. Prior to this, he held a variety of other positions with IEA-NEA, working particularly on efforts of the union to involve its leaders and members in improving student learning and the public school system in Illinois.

In 1987, he helped found the Consortium for Educational Change (CEC), a network of 75 school districts throughout Illinois working on school transformation through collaborative partnerships. He served as Executive Director of CEC for 18 years. He has a background in community organizing and was affiliated with the Industrial Areas Foundation. He was a university instructor in philosophy and political science.

