

New Horizons

The Future of Children, Youth, and the Public Good



Brooklyn College The City University of New York

Children's Studies Program and Center

Table of Contents

Letter from the Director	5
Children's Studies Timeline	6
What's New? 2009-2010 Milestones in Children's Studies	
Breaking New Ground and Ongoing Initiatives	7
Pedagogy: Children's Studies Program	7
Bachelor of Arts Degree a Major Success.....	7
Children's Studies Welcomes Professional Leaders and Models in Careers with and for Children and Youth as Guest Lecturers for the New Children's Studies Major Capstone Course.....	7
Course Development.....	10
Guest Lectures	10
Program Highlight: Children's Studies 95: Internship in Applied Children's Studies.....	13
Faculty Highlights	15
From our Faculty	16
Special Commencement 2010 Highlight	17
Research, Policy, and Public Service: Children's Studies Center	22
Children's Studies Child Policy Forum of New York.....	22
Legislation for an Independent Office of the Child Advocate for New York	25
Juvenile Justice and Office of the Child Advocate Legislative Update	25
Violence Against Children Initiative	29
Violence Against Children Research	29
Diversity Initiatives	30
Children's Studies and the Million Father Club Toy Drive	30
Community Outreach	31
Children's Studies Publications 2009-2010.....	33
Grateful Acknowledgement to All Our Champions for Children	34
Funders 2009-2010.....	34
Donations of Publications for the Children's Studies Program and Center	34
Children's Studies Advisory Board	35
Children's Studies Faculty Committee.....	35
Children's Studies Program Center and Staff.....	35
Children's Studies Research Center Staff	35
Children First Club.....	35

Letter from the Director

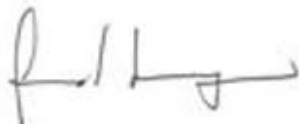
Dear Children's Studies Students, Colleagues, and Friends,

We are all looking back to the academic year 2009 – 2010 as a banner year for both the interdisciplinary Children's Studies Program and the Children's Studies Center for Research, Policy and Public Service. Although we reached our take-off point some years ago, Children's Studies has steadily moved forward toward articulating, realizing, and implementing its vision and long-range goals in the central areas of Children's Studies pedagogy, career exploration, and policy research as well as in human rights advocacy. Each of these initiatives has met with success. In addition to providing our students with comprehensive insights across the disciplines into the latest academic/scholarly research and findings about children and young people, our vision is also based in and informed by how all these endeavors help contribute to the promotion of social justice and the human rights of children here and globally.

A number of accomplishments represent the signal areas of advancement in pursuit of the inclusive vision of and for children and young people of the Children's Studies Program and Center. Most prominently, 2009 – 2010 was the first year of our interdisciplinary Bachelor of Arts degree in Children's Studies. The year also saw the development of new leading-edge courses, new and superb faculty recruitment, and the continuation of our career-focused internships, as well as successful placement of students in different career domains. We organized our fourth *Child Policy Forum of New York* at the Schomburg Center for Research on Black Culture of the New York Public Library and in collaboration with the Levine Museum of the New South, Charlotte, North Carolina. We continued our policy research and legislative involvement in the establishment of an Office of the Child Advocate in New York State (NYS)—legislation which passed both the New York State Assembly and Senate during its 2010 legislative session. And last but not least, the work of the Children's Studies Center was cited as an example of the “essential role of academic and nonprofit institutions” in the *U.S. First Periodic Report on the Optional Protocol to the U.N. Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*, published by the U.S. Department of State on January 22, 2010.

This third issue of *New Horizons, The Future of Children, Youth, and the Public Good* will acquaint you in greater detail with the highlights of many of these exciting developments in Children's Studies during this last academic year. One of the most notable advances lies in the ever-increasing interest of our students in the courses and degree programs of our interdisciplinary field of Children's Studies. Close to nine hundred students attended our Children's Studies (CS) courses during academic year 2009 – 2010, and in June, fifteen students graduated with a CS single or double major in the offering's first year of existence (in addition to forty-three students with a thirty-credit CS concentration and thirty-three students with a fifteen-credit CS minor.) By the beginning of the new academic year 2010 – 2011, close to two hundred students had declared their CS major; over two hundred, their CS concentration; and over a hundred their CS minor. I would particularly like to draw attention to the historical significance that so many students are so deeply interested in the manifold realities of children and young people – both in their desire to pursue academic degrees in Children's Studies and to choose future professional careers in the numerous occupational domains with a child- and youth-related focus.

This is also the place to extend lively thanks to all my colleagues on our Children's Studies Team — our CS coordinator, our CS research coordinator, our CS college assistant and CS work-study students as well as to all our CS full-time and adjunct faculty and associates —for all their tireless work and passionate commitment to translating the overall mission of Children's Studies into reality.



Gertrud Lenzer

Children's Studies Timeline

- 1991** Dr. Gertrud Lenzer founded the American Sociological Association Section on the Sociology of Children. For information, see http://www2.asanet.org/sectionchildren/files/Child_Youth_News_Summer_2009.pdf
- 1991** Together with other Brooklyn College faculty, Professor Gertrud Lenzer founded the interdisciplinary field of Children's Studies.
- 1994** A fifteen-credit minor in Children's Studies was established for all liberal arts majors at Brooklyn College.
- 1997** Brooklyn College Children's Studies Center was established by the CUNY Board of Trustees.
- 2001** A thirty-credit interdisciplinary Children's Studies concentration for majors in early childhood education teacher and childhood education teacher programs was introduced in cooperation with the Brooklyn College School of Education. Children's Studies is also available to students in the CUNY Baccalaureate program as a major or minor.
- 2004** The Carnegie Corporation funded policy symposium, "Children and the Law in New York" led to the introduction of legislation for an independent Office of the Child Advocate for New York State.
- 2005** Student researchers were recruited and trained to conduct preliminary research studies on a U.S. Department of Education Ready to Learn Partnership grant to evaluate the effectiveness of newly developed and innovative early literacy materials, media products, and platforms created for children, parents, educators, early childhood caregivers, and service providers. For information about the resulting PBS television show *Word World* and educational materials visit <http://wordworld.com/>
- 2006** A CUNY cluster line is awarded to Children's Studies for Child Welfare Policy Research and Analysis by the Executive Vice Chancellor and University Provost of The City University of New York.
- 2007** A CUNY Diversity Grant funded the inaugural *Child Policy Forum of New York*, "The Right of Every Child," held on April 26, 2007. This was followed by the *Second Child Policy Forum of New York*, "The Campaign for United States Ratification of the Convention on the Rights of the Child," held on November 16, 2007.
- 2008** Children's Studies is commissioned to conduct research in childhood and adolescent bereavement for the New York Life Foundation.
- 2008** In recognition of commitment to the human rights of children, Children's Studies is the recipient of the life work of the late Dr. Cynthia Price Cohen. She founded and was the executive director of Child Rights International Research Institute and participated in the drafting of the United Nations Convention on the Rights of the Child (UNCRC) starting in 1983 until it was adopted by the General Assembly in 1989.
- 2009** The Bachelor of Arts degree in Children's Studies is approved by the CUNY Board of Trustees.

What's New? 2009-2010 Milestones in Children's Studies

Breaking New Ground and Ongoing Initiatives

Pedagogy: Children's Studies Program

Bachelor of Arts Degree in Children's Studies a Major Success

There is a well-known saying at Brooklyn College that students vote with their feet. If that is so, then it would appear that they were running and not walking to enroll in the Children's Studies Bachelor of Arts degree program as soon as it became available in fall of 2009. When the Children's Studies major was proposed, student enrollment was estimated to reach 129 by the fifth year, but by the end of the first academic year, that number was far surpassed, with over 150 students making Children's Studies their major.

Children's Studies Welcomes Professional Leaders and Models in Careers with and for Children and Youth as Guest Lecturers for the New Children's Studies Major Capstone Course

Launched in the spring of 2010, the Children's Studies capstone course for the Children's Studies Bachelor of Arts degree, Children's Studies 91, Professional Perspectives and Children, became the platform for distinguished and honored guest speakers. It offers an in-depth exploration of careers domains in child-related professions and occupations by sectors, institutions, and public and private agencies. Specific career areas relating to children and young people include child services, pediatrics, public health, children's literature and media, the arts, education, and law, to name a few. The course focuses on research-based issues relating to professional practice, policy, and advocacy and is complemented with relevant presentations by distinguished speakers. The CS 91 course was co-taught by Gertrud Lenzer, founding director of the Children's Studies Pro-

gram and Center and professor of Sociology and Children's Studies, Brooklyn College and the Graduate Center, and Joseph Grochowalski, instructor and senior research associate in the Children's Studies Program and Center.

In the tradition of pioneering work in this field, Gertrud Lenzer, who founded the first interdisciplinary liberal arts Children's Studies Program in the nation in 1991, has carefully designed this cutting edge approach to pedagogical and curricular development that brings the curriculum out of the classroom and extends it into the real world application of career exploration in a focused and deliberate manner. Professor Lenzer said, "The capstone course, with its research and guest speakers, provides not only insights into a wide world of careers, but each speaker serves as an inspiring role model of professional superb achievement, leadership, and passionate engagement in the world of knowledge and on behalf of the children."

New synergies are developed as the guest speakers share their knowledge and resources, not just for information, but also for volunteer/internship/research opportunities, referrals, and future employment. This creates a nexus between educational achievement and opportunities for application of acquired knowledge through participatory action and an expanded awareness of a variety of occupations in the field of Children's Studies. At the same time, Children's Studies is strengthening its reputation and relationship with the organizations that it comes into contact with through its speakers and is increasingly being sought out for consultation and collaboration.

The presentations are exclusively open to students enrolled in the course. The Spring 2010 semester guest lectures include:

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February 3- Pamela Brown, Magner Center Career Alumni Mentor Program Coordinator, Pre-Law Advisor/Adjunct Faculty, Department of Economics. Topic: "The Keys to Effective Leadership in the 21st Century."



February 24- K. Aletha Maybank, MD, MPH, Assistant Commissioner, New York City Department of Health. Topic: Professional Perspectives in Pediatric Medicine and Public Health."



March 3- Joyce Burrell, MEd, Deputy Commissioner for Juvenile Justice and Opportunities for Youth, New York State Office of Children and Family Services (OCFS). Topic: "Government Child Welfare Agencies—Foster Care, Juvenile Justice, the Child Ombudsman, Office of the Child Advocate, and Child Advocacy Centers."



March 10- Honorable Bryanne A. Hamill, Judge, Kings County Family Court, New York City. Topic: "Professional Perspectives and Opportunities in the Court Systems: Attorney for the Child, Guardian at Litem, Court-Appointed Special Advocate."



March 15- Sherry M. Cleary, MEd, Executive Director, New York City Early Childhood Professional Development Institute, The City University of New York. Topic: "Focus on New York: Professional Agencies, Organizations and Opportunities."



March 17- Jane Golden, MSW, Assistant Executive Director for Child Welfare Policy and Foster Care, The Children's Aid Society, New York. Topic: "Report on Child Welfare Service Activities of the Children's Aid Society."



March 24- Sharon Dunn, PhD, Arts Education Consultant, New York City; Honors College, CUNY. Topic: "Professions and Careers Relating to the Arts, Music, Museums and Arts Education."



April 12- Thomas I. Kennedy, MA, Senior Vice President for Advocacy, Covenant House, New York City and Washington. Topic: "Professions and Occupations Relating to Advocacy for and Support of Children, Adolescents, and Young People."



April 21st- Wendy Lamb, Vice President and Publisher, Wendy Lamb Imprint, Random House Children's Book, together with invited author. Topic: "Literature for Children and Young People."



April 28th- Simone Ek, Senior Advisor, UNCRC Sweden. Topic: "Perspectives and Career Opportunities in the United Nations, UNICEF, and International Non-profit Organizations."



May 5th- Ashley Fenwick-Naditch, Producer, Sesame Workshop. Topic: "Children's Media and Production."



The Children's Studies Program addresses the educational goals and career objectives of many undergraduate students who are interested in working with children and youth and are seeking alternative pathways to careers in related professional fields. Courses, including CS 91 Professional Perspectives and Children, prepare graduates for post graduation education or training and for their future success in various fields.

Course Development

CS 25 Special Topics in Children's Studies: Child Well-Being in a Global World: Focus on the United States

Offered for the first time in Fall 2010, this course is an introduction to the concept, study, and evolving jurisprudence of children's rights and child well-being. The course focuses on the effects of poverty, deprivation, exclusion, and vulnerability on children and youth and looks at child well-being from an international perspective with focus on children's well-being in the U.S. as it relates to public policy as well as the role of the state in ensuring children's welfare. Also included are methodologies for measuring child well-being.

CS 36 Children and the Media

This course, which was taught as a special topics course in Spring 2006, is now a regularly scheduled course of the Children's Studies interdisciplinary program as of Spring 2010. Course description: Introduction to the role media plays in the lives of children and youth. History of children's media and children's current use of media and communicative technology. Effects of media on developing cognitive and social function. Role of media in education. Risks and vulnerabilities of communicative technology. Commercialism and advertising in children's media. Examination of federal and local communicative regulations, and how advocacy shapes media policy.

Guest Lectures

Children's Studies Center Hosts Lecture Series with Top-Ranking New York Children and Youth Policy Makers

Legislators, commissioners, judges, key policy makers, and service providers met with students in our Fall 2009 special topics course, CS 25 Children, Government and Public Policy in New York State, taught by Assemblyman William Scarborough, chair of the Committee on Children and Families in the New York State Assembly. The lectures provide students with a first-hand insight into the workings of the New York state governmental and judicial structures that deal with children and young people. This is another unique opportunity for Children's Studies students to connect with leading experts in the field as they apply what they have learned in the classroom to real world situations.

Assemblyman Scarborough has focused his efforts in the areas of health care, education, and youth services. He has funded and sponsored many education and youth programs and is the sponsor of numerous pieces of legislation that protect and support children and young people.

For full bio, visit URL: <http://assembly.state.ny.us/mem/?ad=029&sh=bio>



Monday, September 14, 2009

Assembly Member Barbara M. Clark, 33rd Assembly District

A.M. Clark is a tireless, effective advocate for the needs of children, families, and the elderly. She has been a leader in education reform, day care, and community development. She is also the sponsor of ongoing legislation for an independent Office of the Child Advocate for New York, whose idea originated from a policy symposium held by the Children's Studies Center in 2004.

For full bio, visit URL: <http://assembly.state.ny.us/mem/?ad=033&sh=bio>

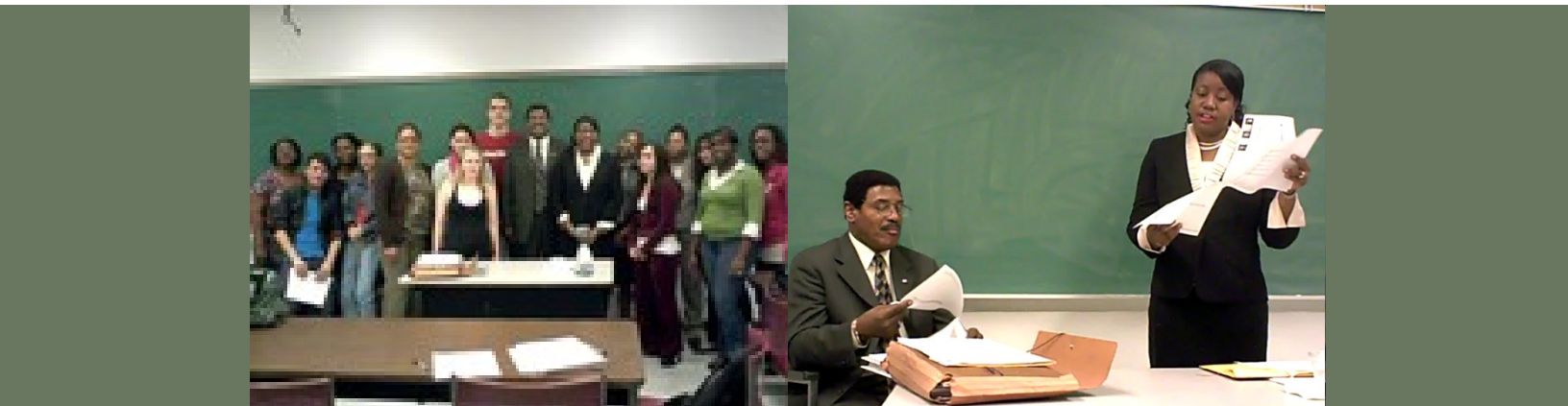


Monday, September 21, 2009

Gladys Carrión, Esquire, Commissioner of the New York State Office of Children & Family Services

The numerous responsibilities Carrión oversees at OCFS include foster care, adoption, and adoption assistance; child protective services; preventive services for children and families; child care services; and protective programs for vulnerable adults. Commissioner Carrión is also responsible for directing the oversight, administration, and management of specialized programs for juvenile delinquents and juvenile offenders and residential facilities for youth placed in the custody of OCFS by the family and criminal courts.

For full bio, visit URL: <http://www.ocfs.state.ny.us/main/about/commissioner.asp>



Monday, October 5, 2009

Hon. Cheree A. Buggs, Esq., Civil Court Judge

Judge, Civil Court of the City of New York, Queens County, 2009 to Present

Judge, Queens County, Family Court, Appointed by Chief Administrative Judge Ann Pfau, 2008 to 2008

Judge, Civil Court of the City of New York, Elected, 2008 to 2017

For additional information, visit URL: <http://www.nycourtsystem.com/Applications/JudicialDirectory/Bio.php?ID=7030262>



Monday, October 19, 2009

John B. Mattingly, Commissioner of New York City's Administration for Children's Services (ACS)

ACS was established in January 1996 as the first agency in New York City's history solely devoted to serving children. The agency is responsible for child protective, foster care, adoption, child care, and Head Start services.

For full bio, visit URL: http://www.nyc.gov/html/acs/html/about/commissioner_bio.shtml



Monday, October 26, 2009

C. Warren Moses, Chief Executive Officer, Children's Aid Society

C. Warren Moses was named chief executive officer of the Children's Aid Society in October 2005. He joined the agency in 1969, and prior to his appointment had been executive director of the agency, one of the nation's largest nonprofit, nonsectarian children's services providers.



Monday, November 9, 2009

Dennis M. Walcott, Deputy Mayor for Education and Community Development

Dennis M. Walcott is the Deputy Mayor for Education and Community Development. In that capacity, he oversees and coordinates the operations of the Department of Education and the Department of Youth and Community Development, as well as maintains liaison with and reviews the activities of the New York City School Construction Authority, The City University of New York, City University Construction Fund and the New York City Housing Authority. Walcott is also responsible for maintaining liaison with community-based organizations citywide and coordinating policies concerning youth programs and adult education.

For full bio, visit URL: http://www.nyc.gov/html/om/html/bios/bio_om_dm_policy.html

Program Highlight



Elise Goldberg
CS95 Instructor and
Children's Studies
Program Coordinator

Children's Studies 95: Internship in Applied Children's Studies

The career exploration internship was founded on an earlier idea for the New Horizons Initiative – a visionary concept of Professor Gertrud Lenzer, founding director, Children's Studies. Originally proposed in 1998, the aim of the New Horizons Initiative was to reach out to inner-city students who come to Brooklyn College and CUNY from diverse ethnic, racial, and religious communities as well as from families with low- and middle-range incomes to expose them to the child-related career and professional opportunities available to them. As Professor Lenzer stated at the time in her proposal for the initiative, "In effect, these students come to college with both circumscribed and often highly stereotyped conceptions about the occupations and careers that might be accessible to them. Although most undergraduates eventually decide on a subject area to major in, they still have woefully inadequate knowledge of what to do with it once they leave college, as they also remain uninstructed about the large variety of careers and occupations that may be of use and interest to them."

The Children's Studies career exploration internship reflects the mission and philosophy of the Children's Studies Program and Center in the types of and professional level of the internships we offer to our undergraduate students. Our internships provide hands-on experience that is meaningful and thereby a great asset to our stu-

dents in their job search and applications to distinguished graduate and professional schools.

Because of the high quality of our internship placements and the mentoring by their site supervisors, coupled with classroom instruction and reflection, the career exploration internship experience is an essential course that gives students the opportunity to explore child-related careers and investigate specific professions that will influence their future educations and career paths. We have established internship sites with key stakeholders in the public and private sectors focusing on New York's diverse population of children and youth. Each year we increase our partnership base while maintaining a strong collaborative relationship with established sites.

Our students have interned in courtrooms connected with the juvenile justice system, judge's chambers, pediatric units in hospitals, juvenile detention centers, and youth advocacy organizations to name just some of the growing numbers of internships available for our students. The internship experience often leads to students being hired in entry-level positions at their site as well as recommendations from their supervisors for applications to graduate schools. Our Children's Studies graduates have been accepted to prestigious graduate schools including the Columbia School of Social Work, Bank Street College of Education and New York Law School.

According to a report from the National Association of Colleges and Employers (NACE) new college graduates who have taken part in an internship have an advantage in the job market over their peers who lack such experience. The NACE's Job Outlook 2009 Survey reported a strong preference for college candidates with some relevant work experience.

The Children's Studies intern works for seven hours per week at their site and attends a weekly class meeting with the instructor and other internship students. The intern works with their site supervisor who, acting as mentor to the intern, helps them to understand the many aspects of a "real world experience" including the organizational structure, work environment, and the different careers available at their particular site.

During class time the instructor works with the students to help them to develop a better and more complete understanding of themselves, their

strengths, skills, and passions and helps them pursue rewarding careers that match their talents. Students discuss topics such as how they view themselves as leaders, what makes a good leader, the work environment, and what skills are necessary to interact with the diversity of individuals within an organization.

By the conclusion of the course the students should be able to reflect back on their experiences as helping them define their career goals and gain a better understanding of their own professional dreams and career aspirations.

The students are required to keep a weekly journal during their internship. Here are some of our students' reflections on their experiences:

I had a great time interning for you this semester T-, I learned a lot, and you inspired me in many ways — the way you speak about children and how you have a strong passion for children encouraged me to want attend grad school even more. You educated me about the court system and the law regarding children. Most importantly, I was able to witness the court experience, which I found extremely interesting and knowledgeable. I also felt a sense of women empowerment while interning at the Center because 99 percent of the workers were female and that was stimulating as well. Thank you for the amazing experience!

—*Siu Lam, Spring 2009 Intern*

My job consisted of researching math strategies teachers can use in the classroom. I really like to analyze the teacher and create a picture of what the teacher is really like in the classroom.

—*Biana Pereplechik, Fall 2005 Intern*

For the past fourteen weeks, I have been interning at E-. When the site supervisor offered me the chance to work with a youth group, I jumped at the opportunity. For me, the youth group was a great opportunity because it pertained to my major. I believe working with these students helped prepare me for what to expect when I run my own classroom.

—*Toni Mavroudis, Spring 2009 Intern*

The headlines in newspapers now have a voice and a face. Many of the stories involving children who have made the front page performed vicious acts. For the first time I see them through the eyes of a professional dealing with deviant behavior. Newspapers make issues very black and white. From Judge C's courtroom I learned that the casualties of abuse and neglect leave many victimized. Unlike the other interns before myself, I do not want to be a lawyer now. I was able to see child therapy as a field and how it applied in court. When I read my first psychiatric evaluation, I knew I wanted to write one for my own patient.

—*Isalia Lebron, Spring 2007*

Interning at H- has definitely shown me a work ethic I can see myself fitting into. All the professionals and teachers are friendly towards each other. They give each other advice and share ways in which students can improve on their learning skills which I think greatly contributes to the warm atmosphere of H-.

—*Ella Yadushlivy, Spring 2009 Intern*

Over the past several weeks I had the opportunity to assist at a

juvenile detention center. The co-ed facility housed juveniles who are remanded pending hearing of their charges. My function was to assist with the entries of information in the various files, intake new residents, and talk to some of the girls. When I look at these youth, I see a chance to make a difference. I see that being rejected from society is bad. From the internship I see it is possible to change the children if we make their situation a bit better.

—*Moyjae Aaron, Spring 2005 Intern*

I'm so emotionally attached to this hospital. As I entered the building I was overwhelmed with countless emotions. I started asking myself, "What is it? Is it fear? Is it pain? Is it hope?" And I realized that it was all joy and excitement mixed with reminiscences and personal feelings. My experience as a mother of children born and treated here, equipped me with some academic knowledge and made me feel very confident that I would make a difference for at least some children and their families that I was about to meet.

—*Odeta Omari, Fall 2009 Intern*

The center's mission is to teach young adults at risk and in foster care to advocate for themselves and take control of their lives. Teens that are in foster care have the desire, talents, and potential to be participating citizens and to hold jobs, and play a role in the community.

The internship has taught me the ins and outs of how an organization is run. I appreciate viewing from a business point of view, but this experience has also shown me that the business side is not for me. I want more direct contact with the youth.

At the center I learned how to write and edit grant letters. I feel this is a good skill to have, especially for me because I plan on going into the social work field. I decided that after I earn my MSW I will open up my

own organization and I will have the best use of my grant writing skill. This organization has given me a glimpse at the career possibilities that I could have when working in the social services field.

—*Anne Howard, Spring 2009 Intern*

I can't believe it is my last day here. I have become so close with the girls at the speech office and the students. This experience has taught me so much, especially about my field. I really love the career I chose to pursue. It is rewarding to help people, especially young children. Each day is different and exciting. The speech pathologists at PS - were more than speech pathologists. They were friends, mentors, and companions. I have learned a lot of new techniques and how to deal with different situations I will face in the future.

—*Diana Shapiro, Spring 2008 Intern*

"This experience has taught me so much, especially about my field. I really love the career I chose to pursue. It is rewarding to help people, especially young children."

"When I look at these youth, I see a chance to make a difference. I see that being rejected from society is bad. From the internship I see it is possible to change the children if we make their situation a bit better."

Faculty Highlight

- Welcome to Ellen Fried, JD, Esq., an adjunct faculty member who joined Children's Studies as of Fall 2009.
- Welcome to Hon. Esther M. Morgenstern, Judge, Supreme Court, Kings County who has joined Children's Studies as an adjunct faculty member as of the Spring 2010 semester.
- Welcome to Victoria Mondelli, an adjunct faculty member who joined Children's Studies as of the Fall 2009 semester.
- Farewell to Dr. Margaret-Ellen Pipe who in 2006 was appointed Professor of Children's Studies on the Children's Studies Child Welfare Policy Research CUNY cluster line, but has since joined the psychology department at Brooklyn College as chair of that department in Fall 2009.
- Children's Studies is looking forward to welcoming back Assembly Member William Scarborough, chair of the Committee on Children and Families, who will be returning for the Fall 2010 semester as our adjunct faculty member to teach the special topics course, Children, Government, and Public Policy in New York State. The course was last taught by him in Fall 2009.
- Children's Studies is proud to announce the addition of two new tenure track faculty members who will be joining us in the Fall 2010 semester. A very special Children's Studies welcomes goes to:



Katherine Hejmanek, who will teach as an assistant professor in our Child Welfare Policy Research CUNY cluster line. In addition to teaching our program courses, she will help Children's Studies to spearhead interdisciplinary accountability research utilizing the latest research methods for the analysis of policy issues central to the well-being and rights of New York's children and young people.



Jeremy R. Porter, an assistant professor who will be on a shared line in The Political Economy of Children with Children's Studies and the Department of Finance and Business Management. His teaching and research will focus on such groundbreaking areas as children as markets in the public sectors of education, health, and child welfare and in the private sectors of production, marketing, and consumption.

From Our Faculty

On April 21, 2010, Benjamin Banneker Academy for Community Development, a high school in Brooklyn, in conjunction with the Children's Studies Program and Center of Brooklyn College, hosted an event at the Ronald Edmonds Learning Center (MS 113), in Fort Greene, Brooklyn. The event was called "The Legacy Tour," and was a partner event with the Invisible Children organization, a community-based organization that promotes advocacy and awareness regarding the crisis of child soldiers in Uganda. The event featured Innocent, a young man who had been abducted when he was ten years old and forced to fight in the Lord's Resistance Army, a rebel soldier group in Uganda.

The event was a huge success, with over five hundred students from Banneker, MS 113, and Brooklyn College in attendance. It sparked the activist spirit in students on each of their respective campuses, as similar events are being planned for the 2010-2011 academic school year.

The students from Brooklyn College and the Children's Studies Program returned with an enthusiasm and vigor that was wildly inspiring to me as an educator and community activist. The students spoke of organizing events next fall to raise critical awareness about child soldiers and numerous other types of crises that children are exposed to around the world. I truly look forward to witnessing their future efforts.

—Askia Egashira
Adjunct Faculty Member
 Course: CS 31 Children in Crisis

I enjoy the diversity in the classroom. All the different ages, backgrounds, countries of origin, languages, cultures, and experiences of my students add a positive dynamic to the classroom that I have not experienced in other universities as a teacher. Our students have the courage to apply their own personal experiences to what we are talking about. I always appreciate and applaud what they bring to the classroom as they constructively challenge the readings, the ideas, and the theories; at the same time, I have to reflect on my own beliefs and understandings. It is a constant learner/teacher experience.

—Heidi Bjorgen
Adjunct Faculty Member
 Courses: CS 31 Children in Crisis; CS 35 Children and Disabilities

In the Spring 2010 semester I had the pleasure of seeing the vision of Children's Studies from both ends of the curricular spectrum: I instructed the foundation course, Perspectives on Childhood, and co-instructed the capstone course, Professional Perspectives and Children, with Professor Lenzer. As instructors we are often learning from — and along with — our students, and I was able to see how those very concepts that students first explore in the foundation course develop over the curriculum into practical knowledge and skills applicable to their desired careers. I experienced how the entire curriculum, from foundation to capstone, prepares our students for a promising professional future.

The foundational discussions on children's rights, children's literature, child development, and history turned into meaningful and fulfilling professional options for our capstone students, as evinced by our distinguished speakers. The guest lecturers representing these various perspectives demonstrated how our curriculum content can be combined with passion and devotion to develop a leading career.

As I listened to each of our capstone guests speak, I could see the students making connections between knowledge acquired in the program and the nature and demands of the speakers' professions. From time to time while the guests spoke I exchanged glances with excited students as if we were saying, "We just spoke about that same topic in our other class, and here we are seeing it in professional action!"

Being lucky enough to simultaneously instruct and co-instruct the courses, I helped the incoming students develop their understanding of Children's Studies, and at the same time I got to see the first graduating class translate that same understanding into meaningful professional options. I look forward to the day when we invite back our Children's Studies alumni to give distinguished guest lectures to future students—the perfect realization of Children's Studies vision for academic and professional success!

—Joseph Grochowalski MS, MA
Instructor, Children's Studies and Sociology and Senior Research Associate
 Courses: CS 20 Perspectives on Childhood; CS 91 Professional Perspectives in Children's Studies

Ancient wisdom tells us that true knowledge is gained not by intellectual pursuit, but by interaction with others. I

can attest to this fact based on my years of experience teaching in the Children's Studies Program and Center, specifically the course The Human Rights of Children: A Transnational Development. This reading- and writing-intensive course familiarizes students with how the human rights of children are being realized through Supreme Court decisions and federal laws in the United States as well as through the evolving jurisprudence in international law, especially through the implementation of the U.N. Convention on the Rights of the Child in 194 countries. The structure of the course, which is heavily based on collaborative projects or assignments, as well as the nature of the subject matter, allows the students to express their opinions and learn from each other in the process.

The students, many of whom are studying to be teachers, or to be in a similar field working with children, draw from their own experiences and backgrounds in their understanding of the material and each bring their own unique perspective to class discussions. As the semesters unfold, the students begin to share more about themselves and about what has motivated each of them to pursue a career working with children. They begin to appreciate each other not only as fellow classmates but as individuals, and by the end of the class, many have developed friendships. These students often keep in touch with each other and with me even years beyond the class.

With each semester, I am consistently inspired by my students' passion, moved by the formidable challenges that many of them have overcome, and humbled by the lessons they teach me every day. I feel honored and privileged to fulfill my role as teacher, mentor, and guide to those who will work with tomorrow's children.

—Irma Kramer
Adjunct Faculty Member
 Course: CS 30 The Human Rights of Children: A Transnational Development

I am so impressed by the caliber of the students in my class. They are intellectually curious and show such insight into the issues. The students in the evening division have such varied life experience which always enhances our class discussions. They relate personal scenarios which allows for lively discussions among students. They will make wonderful teachers, social workers, guidance counselors, and lawyers. It was a pleasure teaching at the Brooklyn College's Children's Studies Program and Center.

—Judge Esther M. Morgenstern
 Supreme Court, Kings County
 Adjunct Faculty Member
 Course: CS 33 Children and the Law

Special Commencement 2010 Highlight

Commencement Day at Brooklyn College – May 22, 2010

First Class of Children's Studies Students to Graduate with a Bachelor Arts Degree in Children's Studies

Children's Studies and the Children's First Club had a very special commencement celebration this year to celebrate the very first year that Children's Studies will have a cohort of graduates with a Bachelor of Arts degree in Children's Studies since the launching of the Children's Studies major in the Fall 2009 semester. Approximately seventy-five of our students graduated this year with a Children's Studies major, concentration, or minor. Of those, fifteen students graduated with a Bachelor of Arts degree in Children's Studies.

As a special tribute to our graduating cohort of students who have earned their Bachelor of Arts degrees in Children's Studies, we would like to give congratulations and recognition to them in this very special student spotlight. The following are reflections and comments from our graduates:

Bachelor of Arts in Children's Studies Class of 2010 Graduates

Tiffanie Alexander
Zuleyka E. DeLeon
Annetta A. Edwards
Ruth Fleury
Jenifer E. Francis
Natasha Gerestan
Jennifer Marie Hickson
Phenia Jean-Pierre
Benjie Leon
Elizabeth Leong
Monica Royster-Villa
Claudette A. Smith
Cynthia Tsang
Geralde Vaserman
Ann M. Walker





Tiffanie Alexander

One of my fondest memories that I experienced in the Children's Studies Program was visiting the United Nations and being able to sit in the General Assembly. I also enjoyed all of my professors and learned a lot from them. I would also remember Elise Goldberg because she helped me on several occasions. Thanks.

A lifetime of trials and tribulations has made me into the person that I am today. I would describe myself as a leader, knowledgeable, and hard working. My career path has been one that has enabled me to adapt to different situations and environments. With a combination of my work and life experiences, I feel that I am the best candidate for the position I will get. I am very confident in my abilities to make a positive impact within any organization.



Zuleyka E. DeLeon

Some of my fondest memories were meeting and hearing professional guest speakers in the Professional Perspectives class and the Children and the Law class. The guest speakers were very interesting and they left a deep impression on me. Another fond memory includes the many class discussions—too many to write down individually. I am receiving my Bachelor of Arts degree in Psychology and Children's Studies. I am going to continue my education and earn my master's in early education/special education. In the near future I hope to work for an early intervention agency as an early interventionist. From there on, I'll see where the road will take me.

Annetta A. Edwards

My fondest memories include the day that Children's Studies said yes, I would continue my studies and graduate with Children's Studies as a major. I would not be left behind. Another was Wendy Lamb's visit to Children's Studies to talk on the topic of literature and young people. I recall the joy on the four-year-old's face as she sat on Wendy Lamb's lap looking through a book that Wendy put in her hand. I will remember the instruction and guidance of the professors as I moved from class to class.

I experienced financial struggles and illnesses. I had breaks in my studies. I changed my major to Children's Studies. I want to go to graduate school. I want to utilize my skills to help children develop to their maximum potential.



Ruth Fleury

I enjoyed the Children and the Law class. My classmate and I did a research presentation of pregnant inmates and the laws against them. Children's Studies courses have helped me learn how children develop and how to understand them. In addition, Children's Studies has helped me learn how to be a leader and how to make changes for children. Children are the future, and we need to help them become successful.

I am a caring, devoted, and lovable person. During my pregnancy school became very challenging for me. I was really stressed and did not feel like doing anything. However, I was able to overcome my struggles by becoming confident and determined to finish school. I passed all my courses that school year. I have come a long way. At one point in my life I was ready to give up and take a break from school. My mother did not want me to.

Natasha Gerestan

The whole Children's Studies Program itself is a wonderful program. The program broadened my understanding of children and how they think. It showed me there are so many ways you can work with children besides being a teacher. The Children's Studies faculty also showed me how I can become a good leader, something that I wanted to be but did not know how to do.

I am a strong and persistent person. The reason I say this is because I have been in school for a long time and wanted to quit so many times, but I stayed strong and did it! I struggled through school; learning to write better, getting through math classes, and working on not procrastinating. I feel at this point that my attending school has heightened my aspirations and professional goals. One of my goals is to make a difference in the lives of families and children who are in need. I want to be a great teacher and social worker and hopefully one day a judge or lawyer in family court.

Jenifer E. Francis

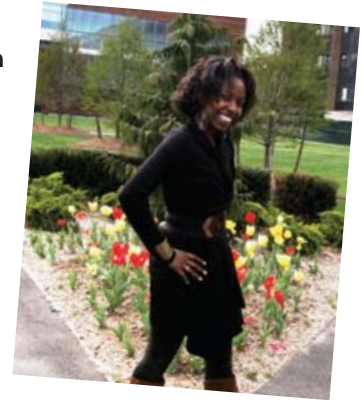
One fond memory that I have is taking Professor Pipe's Child Abuse and Neglect class and the way she made the class interesting. I will always remember when Children's Studies introduced the Children's Studies major. I came to Brooklyn College with an associate's degree in Administration and have had much success in my different classes while working towards my Bachelor of Arts degree. I struggled with standing in front of my class and making presentations or giving a speech, but I have worked hard and succeeded!



Jennifer Marie Hickson

I remember taking the Children in Crisis class and learning about children who were born into brothels. This class opened my eyes to the problems affecting children worldwide. Another fond memory I have from Children Studies is taking the Children and the Media class with Professor Grochowalski. I had fun dissecting children's television and movies and discovering the hidden messages of violence, sex, and advertising. Altogether, the information I have gained in the Children Studies major program has allowed me to view children and all things around them in a new light. A very important light.

I started Brooklyn College three months pregnant in the Spring 2006 semester. I have managed to maintain a 3.6 GPA in Children Studies and a 3.5 in Childhood Education. Being a mother, an employee, and a student comes with many struggles and successes. I have managed my time and given each job (student, mother, employee) my all and my best. I plan on continuing with a master's degree at Brooklyn College in childhood mathematics and at the Early Childhood Center, Brooklyn College.

**Benjie Leon**

Some of my fondest memories include my internship at Project Chance, a program that helps children of low income families. When I found out in CS 31, Children in Crisis, that a child does not need parental consent to get an abortion, I was shocked and didn't know children had so many rights. The last class CS 91, Professional Perspectives, was insightful.

I am a thirty-two-year-old single woman who has been in school for years, and I have had to work two jobs most of the time to pay the bills while attending Brooklyn College. Finally, I will be graduating in June 2010. I guess you can say it's my year. I was born in Port-au Prince, Haiti, and thought that the events on January 12 would prevent me from taking two courses that I am currently taking this semester in order to graduate. But I prayed to God for strength, and he has answered my request. I will be graduating with bachelor's degrees in Education and Special Ed., a Bachelor of Arts degree in Children's Studies, plus a minor in Psychology. "Yes, it's true!" Just ask the Registrar. I feel blessed although I am somewhat disappointed in myself for taking too long. But I guess "it's not how long you take, it's that you finish what you started." It was said by an anonymous writer, "success is not a destination but a journey".

**Elizabeth Leong**

One of my fondest memories was CS 40, Children of New York. I knew everyone in that class, and I was very open to sharing my ideas about children who lived in New York. Many come from low income families, and they need federal assistance to help them with health care and housing; so that they are able to attend school and get a good education. My goal is to be a first grade teacher or a librarian. I don't see teaching as my long-term goal, but I am a hard-working individual and will explore other career choices related to children.

**Phenia Jean-Pierre**

I am the first generation in my family to go to college. I am the second oldest of six siblings; currently three of my sisters are also enrolled in college. I have attended schools in the Flatbush area my entire life, and I remember one day in class one teacher stated, "Why do we come to class...you are a waste of my tax money." After this detrimental statement, I have excelled in school. I now have an overall average of 3.45 and GPAs of 3.8 and 3.9 in my majors. I will be graduating as a member of a prestigious honors program, CUNY Pipeline. My goal is to obtain a PhD that can help children in urban schools so that they do not have to go through what I encountered. I would do this by trying to change the curriculum so that it is more engaging and not solely geared towards passing standardized exams.

**Claudette A. Smith**

Two fond memories of the Children's Studies Program are being able to meet people in leadership positions and to shadow them around for a day and being able to research different topics dealing with children as a whole. I want to be an early childhood teacher. My goal is to work with children at different age levels. I was struggling with the decision as to what coursework to take; it worked out for me. CS 21, Applied Research in Children's Studies, and CS 34 Child Abuse and Neglect, helped me realize my career goal of working with children.





Monica Royster-Villa

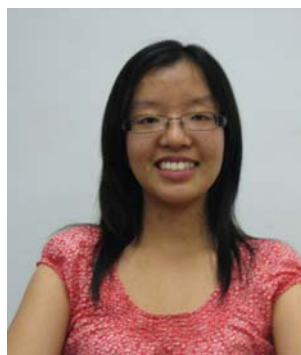
"The mother is the first teacher." I cannot remember exactly where I first heard this expression, but I have heard it numerous times. As the mother of a three-year-old daughter, I found myself thrust into the role of first teacher. Marriage, motherhood and a move necessitated a transfer to Brooklyn College. This has influenced my decision to apply to the Brooklyn College Graduate Program in Early Childhood Education.

The care and effort I use to instruct my child, I also apply to my academic and professional life. Brooklyn College has provided me with the opportunity to find my way academically. I have accumulated credits in Children's Studies, Psychology, Sociology and Africana Studies during my academic journey. These areas of study will help me successfully relate to a diverse population of children and their families and to better understand their behavior. At the undergraduate level, I have worked hard to steadily increase my GPA. I have learned the importance of discipline, time management, good listening skills, and working well with others.

I hope to be formally trained in Early Childhood Education by the Brooklyn College master's program. I plan to learn from experienced professors doing research and field work. I would like to build unique teaching skills, which will become an essential contribution to my future profession. I am confident that my training, together with my cultivated strengths, will be beneficial not only to myself but to numerous children. The broad range of experiences I have had will help me perform well in any class, as a student and as a teacher.

As a person who has experienced personal hardships and helped friends and family through their own, I often find myself thrust into the role of counselor. I hope to be formally trained in mental health counseling by the Hunter College master's program. I plan to learn from experienced professors and by doing research work and internships. I would like to build unique counseling skills, which will become an essential contribution to my future profession. I am confident that my training, together with my cultivated strengths will be beneficial not only to myself but to numerous children and families.

The broad range of experiences I have had will help me perform well in any setting, as a student and as a counselor. Counselors are very beneficial in the lives of at-risk children. As a counselor, I will strive to help children and their families. Effective counselors are valuable and make a difference. Counseling gives me the opportunity to transform children and their families. Quality counselors are critical in promoting positive changes among families in crisis. The best counselors are individuals who are professionally capable and concerned about the well-being of their clients. Providing preventative services and showing children encouragement and compassion can motivate a family to strive for a positive future.



Cynthia Tsang

The first Children's Studies class that I took was CS 31 with Professor Schaffer-McDaniel. This was the Children and Crisis class. The things I learned were shocking and upsetting. This class was the first time I learned about the trafficking of human beings including children within the United States and worldwide. I was shocked that such a practice still exists. The entire program also taught me that children around the world need advocacy. I learned about international conventions and laws. I learned about the UNCRC and what the United Nations is doing to help. With policies and the implementation of laws, these changes will help children globally.

My second most memorable moment in the Children Studies Program was when I took CS 95, the career exploration class. I was placed at the Integrated Domestic Violence Court in downtown Brooklyn. I learned about the court social worker, sometimes known as the resource coordinator. This opened me to the idea of becoming a social worker.

I entered Brooklyn College thinking I was going to become a Health and Nutrition Science major because I wanted to do physical therapy. Then I changed my mind to Education, and then to Psychology. I couldn't decide on either of these and switched back and forth a million times. I also switched back and forth between the Children's Studies concentration or minor many times as well. Finally I decided to do a BS in Psychology because a lot of my health classes fulfilled the requirement. And I had taken so many Children's Studies classes for my concentration that when it became a major, I had all the requirements!

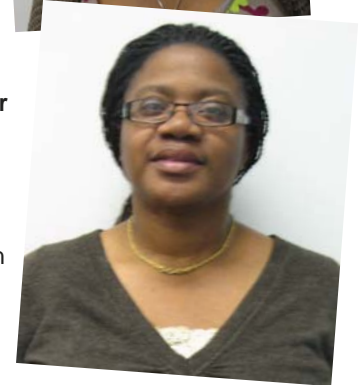
I can say that my undergraduate career has been a lot of experimenting and trying different classes and areas. All this exploration and the help of the Children's Studies Program has helped me find out what it is that I want to do when I graduate.

Geralde Vaserman

One of my fondest memories includes having the opportunity to visit the United Nations in Professor Bjorgan's class. Although it is practically in my backyard, I have never been there before. Another fond memory is of Professor Lenzner being excited for almost everything. I have not really noted my struggles nor my successes, but I know that I will not stop until my name precedes PhD.

**Ann M. Walker**

CS 34 was one of my favorite experiences. The class exposed me to different forms of child abuse and neglect. The professor used practical and real life situations to explain the content of the topic. I enjoyed it because it was interactive. Students gave their real life experiences which made the session interesting. My second is CS 25, Children, Government, and Public Policies in New York State, Professor Scarborough's class. He invited a number of well-known speakers to the class sessions. This experience allowed me to meet with a number of high profile people of New York. In particular, Deputy Mayor Dennis Walcott of the Department Of Education (DOE) had a lot of information on my career path. After the lecture I was thrilled to get more information about the DOE.



I am a Jamaican immigrant living in the United States for four and a half years. Adaptation to the U.S. system (such as the long travelling to work and school from Long Island) was a struggle for me. However, at some point I enjoyed it. I looked forward to attending classes at Brooklyn College. Children's Studies was very inspiring for me. I selected this major so that I could become aware of the lifestyles and culture of New York's children. All the courses were phenomenal; several times I experienced that "aha" moment. Upon graduation my expected goal is to become a special education teacher and to further my studies to become a college professor. The topics I have learned in Children's Studies have inspired me to do research in children's behavior.

Research, Policy, and Public Service— Children's Studies Center

Children's Studies Child Policy Forum of New York

(Programs, bios, speeches, and proceedings can be found on the Public Policy and Research Initiatives link of the Children's Studies website.)



(Left to right: Gertrud Lenzer, A.M. William Scarborough, Senator Velmanette Montgomery, and A.M. Barbara M. Clark)



P.S. 46 Wind Ensemble



Howard Dodson



Owen M. Fiss



Howard Davidson, J.D.



Deputy Mayor Dennis M. Walcott

Children's Studies *Fourth Child Policy Forum of New York*: "The Human Rights of Children on the 55th Anniversary of *Brown v. Board of Education* and the 20th Anniversary of the U.N. Convention on the Rights of the Child," November 14, 2009 at the Schomburg Center for Research in Black Culture.

The *Fourth Child Policy Forum of New York* was cosponsored with the Schomburg Center for Research in Black Culture on the occasion of their exhibition of *Courage* — an exhibit from the Levine Museum of the New South in Charlotte, North Carolina, on October 1, 2009. The exhibit told the story about a South Carolina congregation, its pastor, and their lawsuit, which was the first out of

five lawsuits that led to *Brown v. Board of Education* fifty-five years ago. *Brown* vindicated for the first time in the United States in 1954 that children have substantive rights. At the same time, November 20 was also the twentieth anniversary of the adoption by the U.N. Assembly of the U.N. Convention on the Rights of the Child a human rights treaty for children (0 - 18), which has since been ratified by 193 countries — with the exception of the U.S. and Somalia.

To the delight of the audience, the event opened with a musical prelude by the wind ensemble from P.S. 46 composed of students who are a part of a thirty-member band brought together through an initiative of Carnegie Hall, the Julliard School, and

the Weill Institute of Music to join highly accomplished musical fellows to work with students and teachers in the New York City public school system. This was followed with opening remarks by Hon. Dennis M. Walcott, Deputy Mayor for Education and Community Development. Two distinguished keynote speakers, Owen M. Fiss, Sterling Professor of Law at Yale University, "*Brown v. Board of Education* and Its Implication for Children Today," and Howard Davidson, JD, director, American Bar Association Center on Children and the Law, "Does the U.N. Convention on the Rights of the Child Make a Difference and What Would U.S. Participation Mean?" delivered thought-provoking and enlightening information that captured the audience's attention.

The afternoon session included a panel presentation by Hon. William A. Scarborough, chairperson of the Standing Committee on Children and Families, NYS Assembly; Hon. Barbara M. Clark, 33rd Assembly District, NYS Assembly; and Hon. Velmanette Montgomery, chair of the Committee on Children and Families, NYS Senate. Panel discussion focused on *Brown v. Board of Education*, the U.N. Convention on the Rights of the Child, and their implications for children and young people today, along with perspectives on major issues with a focus on children in New York City and State. The well-attended *Forum* event included a question and answer segment with the audience, which generated lively discussion and provided knowledge and insights from the legislative panel.



Participating Schools: The School for Human Rights, Brooklyn College Academy, The Frederick Douglass Academy, Cypress Hills Collegiate Prep, The Facing History School, The Schomburg Center Junior Scholars

Dr. Victor Karunan

Children's Studies *Fourth Child Policy Forum of New York*: "The Human Rights of Children on the 55th Anniversary of *Brown v. Board of Education* and the 20th Anniversary of the U.N. Convention on the Rights of the Child" *YOUTH FORUM*, November 20, 2009 at the Schomburg Center for Research in Black Culture.

This year, the *Fourth Child Policy Forum of New York* was held in two parts to include a *Youth Forum* specifically geared towards youth in the middle and upper grades. They were both program participants and a part of the participating audience. Children's Studies, in collaboration with the Schomburg Center, put together teacher reference and educational materials about the *Forum* topics and distributed them to teachers to use in their classrooms to prepare their students for their participation in the *Forum* event. Participating schools included the Brooklyn College Academy, Cypress Hills Collegiate Prep, The Facing History School, The Schomburg Center Junior Scholars, and the School for Human Rights.

Professor Gertrud Lenzer, Director of the Children's Studies Center, delivered opening remarks that prefaced the event with information about how the *Forum* topics presented that day had relevance in the lives of the children in the audience. The keynote address was delivered by Dr. Victor Karunan, Chief, Adolescent Development and Participation Division of Policy and Practice, UNICEF-New York. Dr. Karunan showed a brief film about the work of UNICEF for young people all over the world, especially those who are the most needy, marginalized, vulnerable, and voiceless. His special focus was on children's rights to participation and many of the challenges that UNICEF has to help integrate the right of participation in children's lives.

With participation as the focus of the *Youth Forum* event, the student participants made it clearly known that they understood this concept and came well prepared to present their demonstrations of direct participation in powerfully emotive

and well-thought out presentations that reflected their thoughts and feelings about their rights and the rights of children all over the world. With moderation provided by Deirdre Lynne Hollman, Manager of the Schomburg Education Programs, they used artistic expressions of spoken word and other forms of performance art, and audio and visual performances, often interspersed with loud applause and excited comments from the audience. The performances and demonstrations skillfully acknowledged what they had learned in the classroom and how it applied to their own lives concluding in observations that were shared during the question and answer segment at the end of the program, which revealed how deeply human rights issues have affected their outlook on life and the world.

The majority of the students from the participating schools were minority students who well understood human rights issues within their own communities, yet, in studying the topics presented that day, they were able to take it outside of themselves and look at it from a global perspective. There were many powerful comments made after the presentations. Here is just one example:

"As I was sitting today listening to the speakers and watching all the students from the other schools present, it made me realize how much I personally take all the things I have for granted and how I take my parents for granted for protecting me and providing me with all the basic essentials of life. It made me want to open up myself to helping others who are less fortunate than I am and not being as selfish as I am and I know I can be. I want to reach out to my fellow students, my classmates, and let them know that there are other kids, there are other children out there who don't eat everyday, who don't eat every week, who don't have shoes, who don't have clothes, who don't have a jacket, who don't even have some kind of home to go to at night, a place to sleep even. We have to try our very best to help those students and help those kids out there who don't have those things that we have and that we complain about that aren't as big or as nice as everybody else's—we have to try and give back. We have to try and make the world a better place for everybody to live in."

Children's Studies *Third Child Policy Forum of New York*: "Implementation and Monitoring of the Optional Protocol to the U.N. Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (OPSC)," Feb-

ruary 6, 2009 at the Church Center for the United Nations.

This *Forum* event was featured in the No. 11 August 2009 issue of *New Horizons*. Since that time continuing outcomes include OPSC related legislation A09557, which relates to increased protection for children against certain crimes; prohibits the sale of children through adoption and surrogate parenting; increases penalties for child labor and sex trafficking; increases the age of victims of certain sex crimes to include children under eighteen years of age. The bill was introduced on January 15, 2010.

With additional funding from the Oak Foundation, awarded immediately following and as a result of the *Forum* event, we are now in the process of designing major research initiatives with regard to child prostitution in New York State within the wider framework of Violence Against Children. One of the ongoing projects initiated after the *Third Child Policy Forum of New York* is an OPSC report to be submitted to the Committee on the Rights of the Child.

Children's Studies published the *Third Child Policy Forum of New York*, which resulted in major attention from the United States government. Under its human rights treaty obligations, the United States released its *First Periodic Report Concerning the Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography and U.S. Response to Recommendations in Committee Concluding Observations* of June 25, 2008. References to the Children's Studies Center are in paragraphs 102 and 103, p. 24. <http://www.state.gov/documents/organization/136023.pdf>
Full report: <http://www.state.gov/g/drl/hr/treaties/index.htm>

The report cited the Brooklyn College Children's Studies Center as an example of the "essential role of academic and nonprofit institutions" working in the area of providing oversight of children's services and "the work of the Center, along with other non-governmental advocates, has been crucial in the adoption of new laws in the state of New York. The Safe Harbor for Sexually Exploited Youth Act, enacted Sept. 25, 2008, made New York the first state in the nation to provide specialized services and safe housing for children who have been sexually exploited."

Legislation for an Independent Office of the Child Advocate for New York

Our research and work involving child policy in New York revealed a need to address the many problems that confront predominantly minority children: One-third of the two million children in New York City live in poverty, many of them face homelessness and failure in school, and many will also eventually be unemployed or involved in the juvenile and criminal justice systems.

On March 11, 2004, the Children's Studies Center held a policy symposium, "[Children and the Law in New York](#)," funded by the Carnegie Corporation of New York. The remarks of twenty-eight speakers — including members of the judiciary, the state legislature, child advocacy agencies, and existing child advocates from the states of Connecticut, New Jersey, and Rhode Island, along with key stakeholders who are professionally concerned with children and childhood — addressed the realities that these children face within the compartmentalized systems of child supervision and administration. The symposium provided a child-centered and human rights perspective on the major issues of child welfare, education, health and mental health, and of children in the juvenile/criminal justice systems in New York. It directly resulted in the introduction of legislation in the New York State Assembly for an independent Office of the Child Advocate for New York on June 11, 2004, three months after the day of the symposium. This ongoing legislation (currently [A03233b](#) and [S6877](#)) has passed every year for the last five years in the NYS Assembly and separately in the NYS Senate, but this year was different because both same as bills finally passed in both houses and went before Governor David Paterson.

Juvenile Justice and Office of the Child Advocate Legislative Update

U.S. Department of Justice Investigation*

In August 2009, the U.S. Department of Justice (USDOJ) released a report detailing the findings of a two-year investigation of four secure juvenile detention facilities in New York—Lansing, Gossett, Tryon Boys, and Tryon Girls. The findings included many instances of violation of constitutional standards in the area of protection from harm and mental health care. The report detailed

excessive use of force and inappropriate restraints by staff against youth resulting in numerous instances of severe physical injuries, inappropriate medication practices regarding psychotropic medications, inadequate investigations or actions to address abuses by staff against youth, and inadequate care and treatment of youth, especially those requiring mental health care or substance abuse treatment. The USDOJ required the NYS Office of Children and Family Services (OCFS) to reach a resolution addressing their concerns within forty-nine days of the report or they would authorize the Attorney General to initiate a lawsuit against them.

Response to the USDOJ Investigation

Senator Velmanette Montgomery, Chairperson, NYS Senate Committee on Children and Families organized a meeting titled: "Meeting of Juvenile Justice Minds: A Roundtable Discussion" on November 18, 2009. The purpose of the meeting was to discuss facility oversight and administration, and to address the issues that were raised in the report with legislative and budget proposals as a short- and long-term plan of remedial action.

Children's Studies was among the numerous stakeholders invited to the meeting and has been aware for many years of the growing problem of oversight and accountability in the fragmented systems of child supervision and administration. We have fully supported and participated in the research for the OCA legislation since its introduction in 2004. At the time of the roundtable discussion, Senator Velmanette Montgomery was the Senate sponsor of the OCA legislation S4790A, which was also included as an agenda item along with other legislative reform proposals.

Amendment to the OCA Legislation: A Strategic Necessity

Whereas the previous legislation for an OCA encompassed both the child welfare and juvenile justice systems, in January 2010 Assemblywoman Barbara Clark, the main sponsor of the bill since 2005, amended it to focus only on juvenile justice. This change came about in response to the Department of Justice Report and to the *Report of Governor David Paterson's Task Force on Transforming Juvenile Justice*. In particular, its Recommendation 19 stipulated: "Establish and fund an *independent, external oversight body to monitor and report* on OCFS's juvenile justice policies and

practices" (*italics added*). Moreover, years of powerful opposition to the original OCA legislation by both the public and nonprofit child welfare agencies in the state suggested that an OCA focused only on juvenile justice might have a better chance to succeed.

According to A03233B, the bill "establishes the independent office of child advocate to ensure the protection and promotion of legal rights for youth in juvenile justice facilities; repeals certain provisions relating to the office of the ombudsman." It passed the NYS Assembly in February 2010. Since Senator Montgomery no longer served as the cosponsor of the amended bill, Senator Kevin S. Parker cosponsored the bill as S6877 in the NYS Senate, where it passed in June 2010.

Senator Montgomery, on her part, introduced S6474, which proposed that the Correctional Association of New York provide independent oversight over the New York juvenile justice system. In the course of an interview on the *Brian Lehrer Show* on February 3, 2010 with Senator Montgomery and A.M. Clark to discuss the OCA legislation and other proposals as they related to issues brought up by the Department of Justice report. Senator Montgomery affirmed that New York needed both the OCA legislation A03233B/S6877 and S6474. to make sure that children are protected in the juvenile justice system. (*Brian Lehrer Show*, WNYC, 93.9 fm, am 820, "[Advocating for Children](http://beta.wnyc.org/shows/bl/2010/feb/03/advocating-for-children/)," February 3, 2010. <http://beta.wnyc.org/shows/bl/2010/feb/03/advocating-for-children/>)

Governor Paterson Introduces Program Bill 273

In June 2010, at the very end of the legislative session and when it became clear that the OCA legislation was going to be passed in the NYS Senate as well as the Assembly, and shortly before the settlement with the USDOJ was to be signed, Governor Paterson introduced Program Bill 273 to establish an office of the independent juvenile justice advocate. Senator Montgomery introduced this bill in the NYS Senate as S8091. But it could not find a NYS Assembly cosponsor.

S6877 Parker Same as A 3233-B Clark
"establishes the independent office of child advocate to ensure the protection and promotion of legal rights for youth in juvenile justice facilities; repeals certain provisions relating to the office of the ombudsman" passes the NYS Senate on June 24th, 2010 and receives strong support.

Upon passage of S6877/A3233-B in the NYS Senate and Assembly, numerous letters of support were immediately sent to Governor Paterson to urge him to sign the legislation into law; The following is a partial list of those who sent letters of support for S6877/A3233-B: American Civil Liberties Foundation Women's Rights Project; Chair of the Committee on Children and Families in the New York State Assembly; Child Advocates of the States of Connecticut, Massachusetts and Rhode Island, and Ombudsman, Office of the Family and Children's Ombudsman, State of Washington; Executive Director, Children's Rights; New York State Bar Association Committee on Children and the Law; Director of the Brooklyn College Children's Studies Program and Center; Executive Director, Empire State Coalition of Youth and Family Services; Executive Director and Legislative Director, New York Civil Liberties Union; Executive Director, Parents in Action; President, HEAL-NYC; and The Community Vision Council. At the same time, however, the OCA legislation continued to meet fierce opposition from the public and private agencies that it would provide oversight and accountability over.

Governor David Paterson Announces Settlement with USDOJ

On July 14, 2010, the lawsuit between OCFS and the USDOJ was settled. The following is an excerpt of that announcement that appeared on Governor Paterson's website:

Governor David A. Paterson today announced that New York State has executed a Settlement Agreement with the United States Department of Justice, which will significantly improve oversight and operations at four juvenile justice facilities of the Office of Children and Family Services (OCFS). Along with implementation of recommendations of the Governor's Task Force on Transforming Juvenile Justice and the Governor's Juvenile Justice program bill, which awaits Legislative action, this Settlement Agreement will further efforts to transform the juvenile justice system. The Settlement Agreement will result in a number of remedial measures to resolve issues identified as a result of a Department of Justice investigation of the four OCFS facilities in 2008.

Governor David Paterson Vetoes S6877/A3233-B

In spite of solid support and passage of the OCA legislation by wide margins in the NYS Senate and Assembly, coupled with strong support from key stakeholders as listed above, Governor Paterson vetoed the bill on October 1, 2010, citing budgetary, technical, and legal ramifications of the OCA legislation. In his veto message number 6819 to the New York State Assembly, the Division of Budget estimated costs of the new OCA office to be 6.2 million dollars in the first year and 3.2 million dollars of annual costs thereafter.

The governor was opposed to removing the statutory authority of the Office of the Ombudsman within OCFS and to place oversight in the hands of “an outside watchdog.” He further insisted that the existing Office of the Ombudsman was a “highly successful tool in ensuring the proper functioning of OCFS facilities.” Lastly, he cited a number of “technical problems” with the bill, which would “produce unnecessary disputes and litigation.”

In summation, his primary “point of disagreement with the sponsors relates to the cost of this bill” and he invited the “legislature to negotiate a bill that would meet all of our goals.”

Children’s Studies Position and Policy Recommendation

Since the settlement with the USDOJ and NYS and the veto of the OCA legislation, Children’s Studies is saddened to report that – within two months -- there have already been two confirmed deaths that have happened in two facilities under the oversight of OCFS. They are currently under investigation, one of a boy named Alexis Cirino-Rodriguez, who died on October 13, 2010, after a physical incident involving intervention by a staff member of the William George Agency in Dryden, and another boy who was just reported to have committed suicide on November 16, 2010 in OCFS’s Highland facility.

As far as the budgetary concerns which led to the Governor’s veto of the OCA, it should be noted that Governor Paterson has budgeted \$18.2 million in the 2010-2011 executive budget to hire additional counselors and staff, and to provide training for employees in the juvenile justice facilities as a part of the settlement agreement. At the same time, New York’s budgetary crisis worsens and funding that supports children and families

are projected to be cut, further worsening the existing systemic problems and curtailing new legislative measures to address problems in the system before they can even take effect.

Children’s Studies will continue to work towards educating the public about the human rights of children as articulated in The Universal Declaration of Human Rights (1948) and the U.N. Convention on the Rights of the Child (1989) and in the case of the Independent Office of the Child Advocate Legislation, recommend Article 3 of the UNCRC, which states, “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.”

We take the position that children must come first, not special interests, not political agendas, not profit, and not budget constraints. Precisely at such time of fiscal crises, systems of oversight, accountability, and transparency are more needed than ever and could save the state money. An OCA office would indeed provide needed systemic change and help unify and streamline an overly large, unmanageable and fragmented system; in so doing, it would effectively serve children and youth in New York and protect their civil, constitutional, human and legal rights.

The Children’s Studies Center policy research has shown that an independent Office of the Child Advocate has worked in many states that have experienced very similar problems to that of New York, and it can also work here if it is implemented in a responsible manner and with adequate financial support.

***The following are links to documents relating to the Juvenile Justice lawsuit, settlement, and related matters:**

U.S. Department of Justice, Civil Rights Division, August 14, 2009, "Investigation of the Lansing Residential Center, Louis Gossett, Jr. Residential Center, Tyron Residential Center, and Tyron Girls System"

- http://www.justice.gov/crt/split/documents/NY_juvenile_facilities_findlet_08-14-2009.pdf

Vera Institute of Justice, December 2009, "Charting a New Course
A Blueprint for Transforming Juvenile Justice in New York State, A Report of Governor David Paterson's Task Force on Transforming Juvenile Justice"

- <http://www.vera.org/download?file=2948/Charting-a-new-course-Executive-summary-recommendations.pdf> <http://www.vera.org/download?file=2944/Charting-a-new-course-A-blueprint-for-transforming-juvenile-justice-in-New-York-State.pdf>

Information about the Department of Justice lawsuit against the New York State Office of Children and Families:

- <http://www.ocfs.state.ny.us/main/default2.asp>

Children's Studies Policy Symposium, March 11, 2004, "Children and the Law in New York," March 11, 2004

- <http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1587.htm>

S6877/Parker/Same as A3233-B/Clark: "establishes the independent office of child advocate to ensure the protection and promotion of legal rights for youth in juvenile justice facilities; repeals certain provisions relating to the office of the ombudsman"

- <http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1595.htm>

Governor Paterson's Program Bill #273, introduced by Senator Velmanette Montgomery in the New York State Senate and no sponsors in the New York State Assembly:

- http://www.state.ny.us/governor/bills/pdf/gpb_273.pdf

Governor Paterson Announces Settlement with USDOJ to Continue Efforts to Transform the Juvenile Justice System:

- <http://www.state.ny.us/governor/press/071410settlement.html>

OCFS Press Release, July 14, 2009: Governor Paterson Announces Settlement with USDOJ to Continue Efforts to Transform the Juvenile Justice System:

- http://www.ocfs.state.ny.us/main/rehab/Jul%2014%202010_%20Paterson%20Press%20Release%20DOJ%20Juvenile%20Justice.asp

Governor Paterson Veto Message No. 6819:

- <http://www.votesmart.org/vetotext/32699.pdf>

Text of the U.N. Convention on the Rights of the Child:

- <http://www2.ohchr.org/english/law/crc.htm>

Violence Against Children Initiative

Our Children's Studies Center has followed the U.N. Secretary-General's global initiative on Violence Against Children (VAC) ever since early 2006. Professor Paulo Sérgio Pinheiro, the independent expert for the United Nations secretary-general's study on VAC presented his [*World Report on Violence Against Children*](#) to the U.N. General Assembly for discussion on October 11, 2006.

The interdisciplinary field of Children's Studies and the Children's Studies Center for Policy, Research and Public Service has chosen Violence Against Children as a major focus within its overall human rights of children framework. Our *Third Child Policy Forum of New York*, convened at the Church Center for the United Nations in February 2009, officially instituted this Violence Against Children Initiative of the Children's Studies Center with its focus on the "Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography OPSC."

It was a special privilege that Marta Santos Pais, then Director of the UNICEF Innocenti Center in Florence, Italy, was one of the keynote speakers at the *Forum*. She was appointed on May 1, 2009, as the UN special representative of the secretary-general on Violence Against Children.

Since 2004, the Children's Studies Center has actively pursued research on VAC through Office of the Child Advocate legislation initiatives, *Child Policy Forum of New York* series, and other activities, but it was in 2008 that the Children's Studies Center strategically focused on the OPSC and was highlighted in the [*U.S. First Periodic Report on OPSC*](#).

Violence Against Children Research

Children's Studies Applied Research Class Project

Students in the Applied Research class in Children's Studies used innovative methods to study youth-on-youth violence in the spring semester of 2010. As part of the Children's Studies VAC initiative, students planned and executed a study that addressed the high number of after-school fights that abound in Brooklyn's at-risk neighborhoods.

The class studied several theories behind the causes of youth violence, focusing on an ecological perspective that explains the violence as a result of individual and environmental factors. With this knowledge in hand, students designed a project that explored the ways student and community attitudes contribute to a culture of after-school violence. The class conducted over sixty semi-structured interviews with youth and adult community members from Brooklyn, using youth-interviewing techniques covered in the course. With results in hand, students are now in the process of analyzing the data and fortifying the theoretical and practical understanding of youth-on-youth violence in at-risk communities. Such an applied and innovative course increases participants' interest, knowledge, and experience working on behalf of children. At the same time, the Children's Studies students are helping make real progress in reducing violence against children.

U.N. Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (OPSC) State Report

The Children's Studies Center has long been working on behalf of one of New York's invisible populations: child victims of commercial sexual exploitation. Working within the framework of the United Nations Convention on the Rights of the Child, the Children's Studies Center has explored the state of this topic in New York in a *Policy Forum* on the Optional Protocol to the UNCRC, has published the proceedings of the event, and now in a new spring publication the Children's Studies Center examines the state laws, regulations, and the penal code relating to the illegal trafficking and commercial sexual exploitation of New York's youth. The *Report on New York State Measures Giving Effect to the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography* written by Mary Foust, JD, the second publication in the Children's Studies *Violence Against Children* series, details the laws in effect that relate to the Optional Protocol to the UNCRC on the sale of children, child prostitution, and child pornography including analysis of the salient areas of the Optional Protocol not sufficiently covered by New York state law. This publication is a continuation of the Children's Studies Center's ongoing research into the commercial sexual exploitation of children, as part of its VAC initiative. The publication of this analysis is a significant step toward the completion of a report on New York State's

progress regarding the OPSC to be submitted to the U.N. Convention on the Rights of the Child.

Updated Children's Studies Website – New Link on Human Rights of Children

<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1648.htm>

Children, in their overall dependency upon adults, have no way of representing themselves. Children are not only minors, but they constitute, in fact, a social minority in our societies. Children's Studies aims at representing children and their interests through synthesizing knowledge, research, and insights gained from different disciplines and in this manner helping to give children a voice. The work of the Brooklyn College Children's Studies Program and Center addresses these issues and works on behalf of children and youth who can neither advocate for themselves nor have a voice. It is also for this reason that a human rights perspective—articulated in the Universal Declaration of Human Rights (1948) and the U.N. Convention on the Rights of the Child (1989) with its enlarged understanding of children and its evolving international jurisprudence—provides the overarching framework for Children's Studies.

Our website has been updated to include a link on the human rights of children because of their special vulnerability and invisibility in many societies. We provide this link as an educational resource for teachers, students, and the general public to promote a better understanding of why there needs to be a special focus on children's rights. The link has most recently been announced in The Campaign for U.S. Ratification of the Convention on the Rights of the Child newsletter dated May 18-24, 2010, and in *Child and Youth News*, the Spring 2010 newsletter of the Sociology of Children and Youth Section of the American Sociological Association. The feature article can be found on page seven at the website: http://www2.asanet.org/sectionchildren/files/Child_Youth_News_Spring_2010.pdf



Assemblyman William Scarborough, Honorary Chair of the Millions Fathers Club, gathers toys collected by the Children's Studies Program and Center.

Diversity Initiatives

Children's Studies and the Million Father Club Toy Drive

This past holiday season the Children's Studies Program and Center showed support to the Million Fathers Club by collecting toys and gifts for disadvantaged fathers and their children. Fathers and children residing in a local homeless shelter were invited to attend a party and receive toys at the event sponsored by A.M. Scarborough in South East Queens on December 29, 2009.

About the Million Fathers Club and the Children's Studies Program and Center

Assembly Member William A. Scarborough, chair of the Committee on Children and Families in the New York State Assembly and chair of the Million Fathers Club, a fathering initiative, invited Children's Studies to serve on the steering committee of the Million Father Club and to participate in its activities.

Visit the Million Fathers Club website for details: <http://millionfathersclub.com/default.aspx>

Community Outreach

August 16, 2010

Professor Gertrud Lenzer presided over "Section on Children and Youth Paper Session. Children in Global Perspective" at the American Sociological Association meeting in Atlanta, Georgia.

June 12, 2010

Children's Studies is invited to conduct preliminary program evaluation research for the Annual Brooklyn Children's Sports and Fitness Expo. Professor Gertrud Lenzer and Joseph Grochowalski are heading the research team for this project with the NYC Department of Health and Mental Hygiene.

June 8, 2010

Joseph Grochowalski attends the Juvenile Justice Coalition Subcommittee meeting for Sexually Exploited Youth.

June 2, 2010

Gertrud Lenzer, Elise Goldberg, and Loretta Chin attend the full meeting of the Juvenile Justice Coalition titled "Shaping the Change: The Movement, the Coalition, and the System." NYC Department of Probation Commissioner Vincent Schiraldi and Laurence Busching, Executive Deputy Commissioner of the Division of Youth and Family Justice (formerly DJJ) were guest speakers.

May 31, 2010

Children's Studies is the featured department in *Child and Youth News*, the Spring 2010 newsletter of the Sociology of Children and Youth Section of the American Sociological Association. The feature article can be found on page seven at the website: http://www2.asanet.org/sectionchildren/files/Child_Youth_News_Spring_2010.pdf

May 25, 2010

Gertrud Lenzer, Elise Goldberg, and Loretta Chin attend the 10th Anniversary Commemoration of the Optional Protocols to the Convention on the Rights of the Child and Launch of Universal Ratification Campaigns at UNICEF House, New York City. Professor Lenzer addressed the audience regarding the role of academia and how it can contribute to

the ratification and implementation of the Optional Protocols. She also presented a citation of commendation from Assembly Member William Scarborough, Chair of the Committee on Children and Families in the NYS Assembly to Professor Yahghee Lee, Chairperson of the Committee on the Rights of the Child. Children's Studies distributed a hundred copies of their publication: *Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*.



May 11, 2010

Children's Studies is honored at the Brooklyn College Library Annual Book Party for their publication of the *Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*. Honorees: Gertrud Lenzer, editor; Loretta Chin, managing editor; and Joseph Grochowalski, layout design and assistant editor.

May 6, 2010

Loretta Chin attends the First Annual Brooklyn College Building Bridges Conference: "Community Partnerships and Learning." The event focused on how to create and sustain university-community partnerships.



On left: Public Advocate Bill DiBlasio and Comptroller John Liu

April 30, 2010

Gertrud Lenzer and Loretta Chin attend an honorary awards dinner in honor of Assembly Member William Scarborough, Chair of the Committee for Children and Families in the NYS Assembly for his fifteen years of dedicated service and leadership.

April 21, 2010

Children's Studies cosponsors "The Legacy Tour" with Benjamin Banneker Academy for Community Development, and the Ronald Edmonds Learning Center MS113.) The "Invisible Children" event focused on the plight of child soldiers in Uganda. Special guest: Innocent, a former Ugandan child soldier.

April 8, 2010



May 25th, 2010—Gertrud Lenzer and Carol Smolenski, Executive Director, ECPAT-USA

As community outreach effort, the director and staff of the Children's Studies Program and Center met with the executive director and staff of the Children's Defense Fund of New York to discuss possible collaborations.



April 30th, 2010—Gertrud Lenzer and A.M. William Scarborough



March 19, 2010

Loretta Chin and Joseph Grochowalski represent Children's Studies at the 2010 NYS Juvenile Justice Reform Agenda Press Hearing by Senator Velmanette Montgomery, Chairperson, NYS Senate Committee on Children and Families.

March 11, 2010

Children's Studies co-sponsors The Wolfe Institute event entitled, "Harry Potter, Philip Pullman's Dark Materials, and The Legacy of the Iron Curtain – Children's Literature in Eastern Europe and Eastern Europe in Children's Literature." Lecture by Marek Oziewicz, PhD, DLitt.

March 8-9, 2010

Professor Lenzer, by invitation from the Appraisal Committee of the Ontario Council on Graduate Studies, evaluated the quality of existing and proposed graduate programs in the MA program in Child and Youth Studies at Brock University, in the province of St. Catharines, Ontario, Canada. Consultants to the Appraisal Committee are selected on the

basis of their scholarly achievements, experience in the conduct of graduate studies and research, and demonstrated leadership.

February 2010

Drew University External Evaluator. Professor Lenzer served as an external evaluator on a committee for a candidate on promotion to tenure and associate professor in the fields of Childhood Studies and Sociology at Drew University.

January-February 2010

Children's Studies meets with key officers of the Office of Children and Family Services to formulate research plans and explore possible future collaborations.



December 2009

Children's Studies Holiday Party. Shown is a sampling of the international cuisine provided by the Children's Studies Program and Center staff.

December 15, 2009

Information about the Children's Studies' Fourth Child Policy Forum of New York event is published in the *Campaign for U.S. Ratification of the U.N. Convention on the Rights of the Child* newsletter.

November 18, 2009

Professor Gertrud Lenzer and Loretta Chin represent the Children's Studies Center at NYS Senator Velmanette Montgomery's "Meeting of Juvenile Justice Minds: A Roundtable Discussion."

Nationally recognized professionals tackled the topic of juvenile justice reform; discussing juvenile welfare issues including the U.S. Department of Justice August 2009 report, which detailed the inhumane treatment of troubled youth at juvenile detention facilities in New York. Dialogue from participants encompassed the USDOJ report and other issues pertaining to disadvantaged youth but focused on offering possible solutions on ways to prevent juvenile delinquency and promote positive outcomes for at-risk youth.



November 12, 2009

Professor Gertrud Lenzer and Founding AAARI Board Member Loretta Chin attend the CUNY Asian American/Asian Research Institute (AAARI) 8th Anniversary Celebration.

October 15, 2009

Gertrud Lenzer, Loretta Chin, and Elise Goldberg attend an Interactive Panel Discussion on Child Participation at UNICEF.

September 22, 2009

Children's Studies met with the New York Civil Liberties Union to share research information about the Office of the Child Advocate legislation.



November 18, 2009 Professor Gertrud Lenzer and Loretta Chin represent the Children's Studies Center at NYS Senator Velmanette Montgomery's "Meeting of Juvenile Justice Minds: A Roundtable Discussion."



October 15th, 2009—Left photograph: Mali Nilsson (left), Save the Children

Right photograph: Victor Karunan (right), Chief, ADAP, UNICEF



October 15th, 2009—Marta Santos Pais (left), Special Representative of the Secretary General on Violence Against Children

August 8-11, 2009

Professor Lenzner attends the 2009 ASA Meetings in San Francisco



Lingxin Hao (left)



Loretta Bass (left)



Sue Wright (right)

Children's Studies Publications 2009-2010

New Horizons II 2009

New Horizons III 2010

Child Policy Forum of New York: Proceedings of the Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography

The Report on New York State Measures Giving Effect to the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography

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To make a donation, visit our website at <http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1658.htm>

Donations of Publications for the Children's Studies Program and Center

Children's Rights, Inc.:

- *The Long Road Home*
- *Permanent Solutions, Seeking Family Stability for Youth in Foster Care*
- *Time Running Out*

The Council on Children and Families:

Kids Count 2008 Data

UNICEF:

- *A World Fit For Children*, July 2008
- *A World Fit For Us, The Children's Statement from the UN Special Session on Children: Five Years on*, November 2007
- *The State of the World's Children (Special Edition) Celebrating 20 Years on the Convention on the Rights of the Child, Executive Summary*, November 2009
- *UNICEF Annual Report 2008*

National Juvenile Defender Center

- *Toward Developmentally Appropriate Practice: A Juvenile Court Training Curriculum*, a product of the John D. and Catherine T. MacArthur Foundation's Models for Change initiative.

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- Joseph Grochowalski, Instructor, Children's Studies and Sociology (Spring 2010)

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- Heidi M. Bjorgan
- Askia Egashira
- Ellen Fried, JD, Esq.
- Elise Goldberg
- Joseph Grochowalski (Fall 2009)
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- Loretta Chin - Research Coordinator
- Joseph Grochowalski - Senior Research Associate
- Mary Foutz, Esq. - Legal Research Associate
- Becca Fink - Student Intern

*These are Children's Studies dedicated faculty and staff. This listing does not include the numerous other faculty members in other departments who teach the Children's Studies interdisciplinary and interdepartmental courses in the Children's Studies Program.

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